DOCUMENT RESUME

ED 294 831 SO 019 302

TITLE	The Education Structures in the Member States of the European Communities.
INSTITUTION	EURYDICE Central Unit, Brussels (Belgium).
REPORT NO	ISBN-2-87116-034-1
PUB DATE	86
NOTE	155p.
AVAILABLE FROM	EURYDICE European Unit, Rue Archimede 17, B-1040 Bruxelles, Belgium.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Comparative Analysis; *Compulsory Education; *Educational Administration; Foreign Countries; *Preschool Education; *Primary Education; Reports; *Secondary Education
IDENTIFIERS	Belgium; Denmark; *European Communities Commission; France; Greece; Ireland; Italy; Luxembourg; Netherlands; United Kingdom; West Germany

ABSTRACT

This document was prepared in response to a comparative study tour undertaken as part of the European Communities Commission's Community Education Programme. It describes the educational structures of Belgium, Denmark, the Federal Republic of German, France, Greece, Ireland, Italy, Luxemborg, Netherlands, and the United Kingdom. Each country's educational system is described in terms of: (1) responsibilities and administration; (2) pre-school programs; (3) primary education; and (4) secondary education. Compulsory education requirements are identified, and maps, tables, and charts are included. (JHP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED294831

THE EDUCATION STRUCTURES IN THE MEMBER STATES OF THE EUROPEAN COMMUNITIES

Eurydice

SO019902

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. RICHARDSON

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

THE EDUCATION STRUCTURES IN THE MEMBER STATES OF THE EUROPEAN COMMUNITIES

EURYDICE European Unit
Brussels
1986

Available in EN-FR-DE (1986)

D/1985/4008/12
ISBN-2-87116-034-1

EURYDICE European Unit
Rue Archimède 17
B - 1040 Bruxelles
Tel.: (02) 230.03.82

Reproduction in whole or in part of the content of this publication is authorized provided the source is acknowledged.

FOREWORD

EURYDICE European Unit initially undertook to write this document containing a description of the education structures in the Member States of the European Community in response to a request from the Commission of the European Communities to have good information on the education structures for, inter alia, participants in the study visits organized in the context of the Community Education Action Programme. It soon became clear, however, that it should be made more widely available.

The document was written on the basis of information supplied to the EURYDICE European Unit by the EURYDICE National Units, and has been validated by the competent national authorities.

All countries are dealt with in a similar way in order to facilitate comparison between them, if desired. It should be noted that at this stage only mainstream education with the exception of special education has been dealt with. Chapters cover: responsibilities for and administration of the education system as a whole, plus a description of pre-school, primary and secondary education provision up to the end of compulsory schooling. Both the public and the private sectors are taken into account.

Having said this, it has not been possible to include the corresponding chapter on the Federal Republic of Germany in this edition of the document. Validation of the chapter may take some time and therefore the German National Units request that the chapter provisionally be replaced by the relevant pages of officially approved texts. This has been done.

The EURYDICE Portuguese and Spanish National Units are in the process of establishment in 1986. We hope to include chapters for Portugal and Spain in the next edition.

This document is intended to be a complement to the CEDEFOP Guide "Vocational training systems in the Member States of the European Community - Comparative Study" and to the CEDEFOP monographs on the vocational training systems already prepared or in preparation.

EURYDICE European Unit
1986

CONTENTS

Page N°

BELGIUM 1

DENMARK 17

FEDERAL REPUBLIC OF GERMANY 27

FRANCE 57

GREECE 77

IRELAND 85

ITALY 97

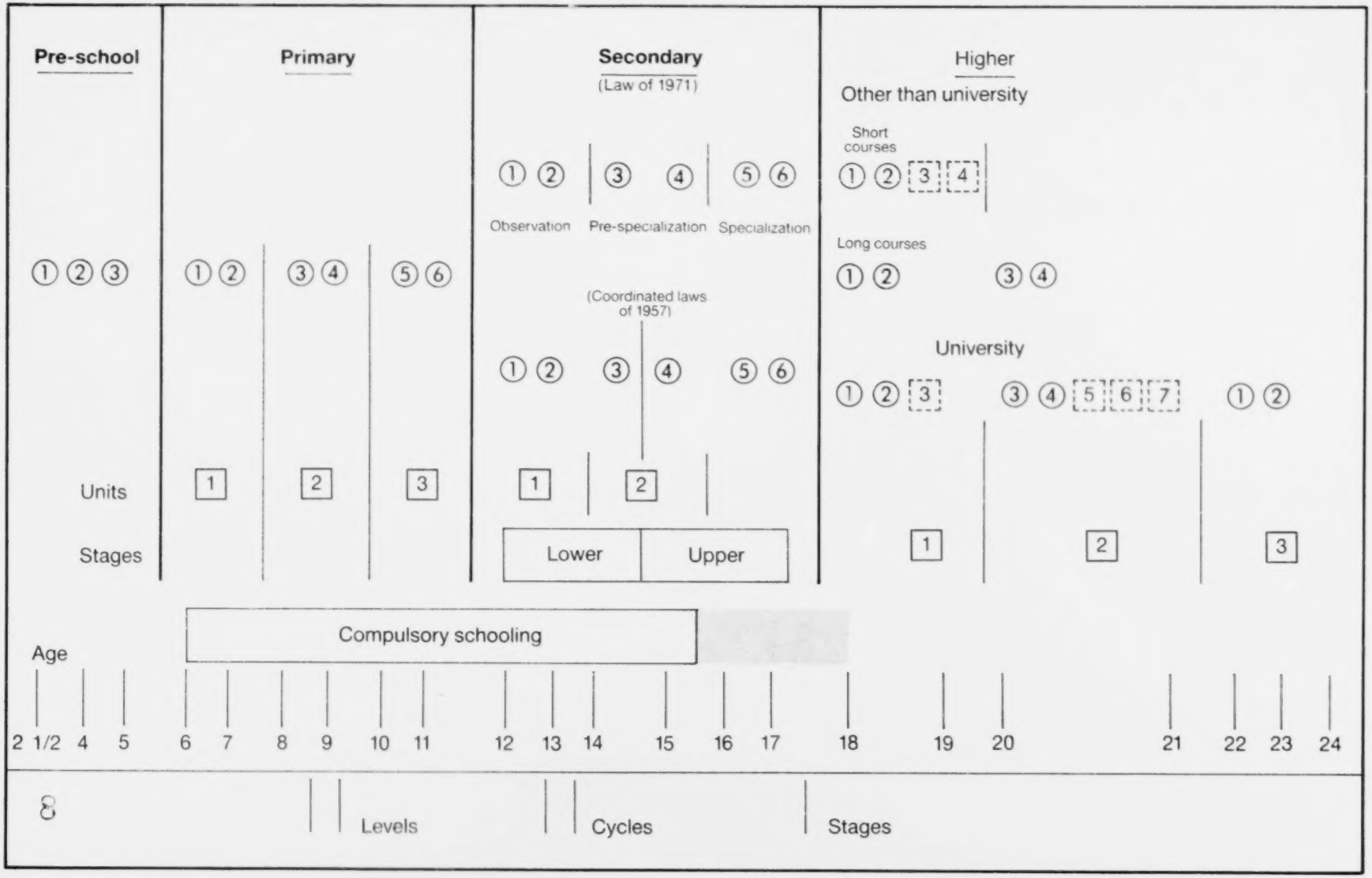
LUXEMBURG 107

NETHERLANDS 119

UNITED KINGDOM 133

BELGIUM

STRUCTURE OF THE EDUCATION SYSTEM IN BELGIUM



= Full time compulsory schooling

= Part time compulsory schooling

Source: Le Mouvement Educatif en Belgique 1981-1983 published by the Ministère de l'Education Nationale and the Ministerie van Onderwijs, 1984.

1. RESPONSIBILITIES AND ADMINISTRATION

Over the last twenty years the political, legislative and administrative structures of the Belgian State have developed towards a federal system.

The basis for this federal system is the existence of three regions (Flanders, Wallonia and Brussels), four linguistic areas and three Communities within the one Belgian State : a Dutch language area, a French language area, a German language area and the bilingual (French - Dutch) area of Brussels.

For each of the country's three official languages and Communities there is a separate education system, representing 57.5 % (Dutch), 42 % (French) and 0.5 % (German) of the total school population (figures as at 1 October 1982).

The basic principles for all three education systems are laid down in the constitution and in general legislation adopted in the national parliament.

In terms of administration, policy and planning, responsibility at national level lies with the two Education Ministries, the "Ministère de l'Education Nationale" for the French language education system and the "Ministerie van Onderwijs" for the Dutch language education system. The "Ministère de l'Education Nationale" also carries responsibility for the German language education system.

Within the framework of nationwide constitutional, legal and administrative regulations, the three Communities have certain rights and responsibilities with regard to the educational systems.

These responsibilities are attributed to the Communities' "Councils" and "Executives".

The "Councils" are the legislative authorities for the Communities. They may issue decrees on educational matters as long as these decrees do not touch upon the principles of compulsory schooling, the basic structures of the educational system, diplomas, salaries etc.

The "Executives" are the Communities' "Governments", comprising ministerial posts with precisely defined portfolios, one of which includes education.

Although the differentiated legislative and executive responsibilities may already appear to be complicated, in practice the Belgian educational system, its structures and administration is even more complex, particularly because of the fact that there are different organizing "powers" which carry responsibility for the actual management and running of educational institutions.

Within each of the linguistically based education systems there are three main types of educational institutions :

- educational institutions organized and administered by (central) State authorities and financed in total from the State budget,

- State-subsidized public educational institutions, mostly run by the provincial or communal authorities,

- State-subsidized or non-subsidized "free" educational institutions, many of which are under the responsibility of the churches.

The latter two are financed partly by the State and partly from other sources. In order to be eligible for State grants, educational institutions both of the "non-state public" and the "free" type must follow and guarantee rules and standards set down by law. During compulsory schooling education in all public institutions is free of charge.

The national Ministries have a double responsibility : they are the organizing body for State education and apply the regulations in subsidized official and free schools. In this task they are aided by a certain number of Councils and Committees such as the standing

Councils and the higher Councils of higher education, the Committees for the concertation and improvement of secondary education, the national Parents' Council ... .

A State inspectorate monitors standards in State institutions. It also advises teaching staff and contributes to the drawing up of curricula and the development of teaching methods. In addition the State inspectorate monitors standards both in state-subsidized institutions organized by the provinces and communes and "free" state-subsidized institutions, although the organizing bodies of the latter two types do have their own inspectorate.

The quantitative importance of the three types differs considerably between the Dutch language education system on the one hand and the French and German language education systems on the other.

The detailed figures are as follows :

	French and German language sector (1982-1983)	Dutch language sector (1983-1984)
State	19.75 %	17.56 %
(Provinces	4.76 %	1.82 %
(Communes	31.89 %	12.86 %
Free	43.60 %	67.76 %
Total	100.00 %	100.00 %

2. PRE-SCHOOL EDUCATION

In Belgium pre-school provision is part of the educational system and falls under the responsibility of the Ministry of Education.

The State provides pre-school education throughout the country. Under certain conditions pre-school institutions run by provincial and local authorities or by private bodies or individuals may also receive State support.

Attendance at pre-school institutions is voluntary and free of charge for children from 2 1/2 to 6 years of age. The attendance rate is very high : 90 % of the three year olds and 97 % of four year olds attend a pre-school establishment, and for five year olds (and above) the attendance rate is 100 %.

Although many pre-school establishments are attached to primary schools and housed in the same building, no real "teaching" takes place at pre-primary level. The emphasis lies rather on the child's introduction to life in society, mental, physical and language development and music and art activities.

In most cases groups or "classes" are organized in pre-school institutions by age so that there is usually one group for the 2 1/2 to 4 year olds and another group for children in their last year of pre-primary schooling.

In small institutions (particularly in rural areas) where the number of children does not allow for the constitution of three groups, there is a tendency to apply the "family model" with children of different ages being grouped in one "class".

In the 1982-1983 school year, there was a total of 2,046 nursery schools with 156,305 children (15,528 in State schools, 138 in provincial schools, 76,618 in communal schools and 61,021 in "free" schools) in the French and German language sector.

3. COMPULSORY EDUCATION

In accordance with the law of 29 June 1983, compulsory schooling covers a period of twelve years, from 6 to 18 years of age. Compulsory schooling is full-time up to 15 years of age and covers a maximum of 7 years primary education and at least the first two years of secondary education. This period of full-time compulsory schooling is followed by a period of part-time compulsory education. As of September 1984 those young people who have completed the first two years of secondary education must attend either full- or part-time education or some recognised form of training. The Royal Decree of July 1984 describes the organisation of experimental part-time secondary education.

3.1. Primary education

Belgian children start school at the age of six and go through six years of primary education. These six years are split into three cycles of two years each.

In accordance with official measures to promote equal opportunities for girls and boys, primary schools are now usually coeducational. However, there are still a number of single-sex schools, particularly in the "free" sector.

As mentioned above, primary schools and classes are under the responsibility of either the State, other public institutions or private bodies and institutions.

In organizational terms primary schools are either independent entities or are attached to middle or technical schools or colleges of education ("écoles normales", "normaalscholen").

Belgian primary schools teach five days a week in morning and afternoon sessions with the exception of Wednesday afternoon when they are closed. There are 28 weekly lessons of 50 minutes each.

Since 1971 Belgian (primary) schools have been going through a process of fundamental reform with regard both to pedagogical aims and methods and to the content of teaching. The main reason for the reform initiatives was the wish to introduce a greater degree of flexibility, to take into consideration the particular ways of learning of small children, to adapt education to the changing needs of the surrounding world and to respect the learning speed and rhythm of the individual child as far as possible.

The curricula were revised in order to focus on the transfer of "instrumental knowledge" (like the general mastery of language and mathematics) rather than on the transfer of "factual knowledge".

The reform initiatives began on an experimental basis in a limited number of schools : in the French speaking part the first projects were implemented in 1971, in the Dutch speaking part in 1973.

In neither of the two parts of the country does the "reformed system" apply to all primary schools. A considerable number of schools continue with the traditional system of teaching.

In the 1982/1983 school year there was a total of 349,588 pupils in primary schools (47,821 in State schools, 1,071 in "provincial"schools, 156,581 in "communal" schools and 144,115 in "free" schools) in the French and German language sector. The pupil-teacher ratio varied from 20 to 1 to 21.5 to 1 depending on the type of school.

In the 1983-1984 school year, there was a total of 436,741 pupils in primary schools (65,641 in State schools, 813 in "provincial" schools, 94,536 in "communal" schools and 275,751 in "free" schools) in the Dutch language sector. There was a total of 26,349 teachers (4,696 in State schools, 64 in "provincial" schools, 5,666 in "communal" schools and 16,023 in "free" schools).

Since September 1984, the standards for pupil-teacher ratios in nursery and primary schools have been replaced by the "capital-périodes" system whereby nursery and primary education is arranged on the basis of the number of periods organized and subsidized by the State and allocated to the school. This is calculated according to the number of pupils in the school.

A certificate of basic studies (law of 29 June 1983) is awarded to pupils who have finished primary education successfully in an educational institution or have successfully passed the cantonal exam.

With regard to this, the period of compulsory schooling may include 7 years of primary education; 8 by derogation. In the latter case, during the 8th year, the pupil may be admitted to the 6th year.

3.2. Secondary education

As mentioned above, since September 1984 full-time compulsory schooling lasts until 15 years of age and part-time lasts up to 18 years of age. This means that pupils must attend some form of full-time secondary education for at least two years and of part-time secondary education for three years.

Admission to secondary education depends on successful completion of primary education or the agreement of the "Admissions Council" - a group of teachers from the secondary school concerned.

The certificate of basic studies is awarded to pupils who did not complete primary education successfully but have completed the first year of secondary education successfully.

There are basically two main types of secondary education in Belgium:

Type I : comprising 3 stages of 2 years (enseignement renové / vernieuwd secundair onderwijs)
Type II : comprising 2 stages of 3 years (traditional).

The introduction of Type I secondary education began in 1969 in the public sector and has now been extended to all State, provincial and municipal schools. The traditional system is being phased out. Reform began one year later in the private sector and the traditional system is still operative in many Catholic schools in the Dutch language sector, although reform is inevitable.

There are three types of State secondary schools :

- the royal "Athenea" (organizing the 2nd and 3rd stages, or all three)
- the State "lycées"/"Rijksmiddenschool" (R.M.S.) (organizing the 1st stage, or the 1st and 2nd)
- the technical schools.

There are a maximum of 32 fifty-minute periods in State secondary schools (26 hours 40 minutes) per week. In the sections including practical lessons this may reach 34 or 36 periods.

Secondary education of Type II is organized according to the organic laws on general and technical secondary education of April 1957. It is divided into general, technical, artistic and vocational education. It is possible to change from general education to technical education, and, in case of failure in the latter, to vocational education.

Type II education is differentiated from the first year between schools of general education and those of technical education.

In the lower stage of general secondary education pupils must choose between the Latin and the modern section (which includes science and economics). The curriculum includes French, Dutch or German (depending on the language sector) language, history, geography, mathematics, two foreign languages, biology, art, and gymnastics. In the Latin Section, Latin is taught in the 1st year. In the 2nd year, pupils may follow the Latin / Greek Section where Latin and Ancient Greek are taught. Religion or ethics is a compulsory subject in lower secondary education.

In upper secondary education of Type II there are 7 sections divided into 2 groups : "Ancient Humanities" (Latin / Greek, Latin / science, Latin / mathematics) and the "Modern Humanities" (science A, science B, economic and social sciences.) The former can only be followed by pupils coming from the Latin sections, the latter can be followed by all pupils of general education.

In the science A section the accent is placed on mathematics. In the science B section it is put on natural sciences and chemistry.

In technical schools, education is differentiated from the 2nd year, following an "orientation" year. The curriculum consists of a common core of general secondary subjects plus some technical ones. It is regarded as equivalent in level to general secondary education.

The first stage of Type II technical education leads to a qualification certificate of lower secondary education. Those pupils who are able may then procede to the upper secondary stage which leads to a second qualification certificate. In the case of the technical schools, this is a technician's certificate.

Technical schools also organize vocational education following the same structure as technical education.

Until 1975, only certain sections of secondary education could provide the diploma of proficiency for higher education, which gives access to university education; pupils of technical schools, except those in the industrial scientific section, had to sit for examinations organized by the Central Examination Board.

According to the law of 19 July 1971 secondary education of Type I is also organized in four forms :

- general education
- technical education
- vocational education
- art education

and in two main sections or streams :

- the transition section (general, technical and art education), aimed at preparing pupils for higher education while safeguarding the possibility to enter employment
- the qualification section (technical, vocational and art education), aimed at preparing pupils for employment, while safeguarding the possibility to enter higher education.

The first stage of secondary education of Type I is the "observation" stage. All pupils follow the same curriculum in the 1st year A and a curriculum with one option in the 2nd common year. For pupils who had difficulties at primary school a 1st year B is organized with an adapted curriculum. In the 2nd year there is also a different curriculum for vocational education.

During the "observation" stage the pupils are observed by the teaching staff and a psycho-medico-social team who help them to choose their orientation in the second stage.

The second stage is the "orientation" stage. From the beginning of this stage the four distinct types of education appear, although there are common classes in religious education, French, Dutch or German (depending on language sector) language, one foreign language, humanities and physical education, and up to the 4th year it is still possible to switch from one form of education to another. A distinction is also made between the transition and qualification sections.

Pupils in general education may follow courses in mathematics, physics and natural sciences, economics and social sciences, modern languages, Latin, Greek, technical sciences, industrial chemistry, physical education and computer science.

Options offered in technical education include languages, sciences, industry (mechanics) (electromechanics,refrigeration), construction, clothing, economics, arts, applied arts, hotel trade, personal services, industrial chemistry, hairdressing, agronomy, paramedics, music.

Vocational education covers industry (mechanics, electronics), construction and public works, clothing, office work, applied arts, personal services, hairdressing, agronomy, auxiliary laboratory staff.

Three years of study in general, technical or art education lead to a certificate of lower secondary education.

Pupils who have successfully completed their studies in the qualification sections of the 2nd stage receive their first professional qualification certificates.

At the end of the 2nd stage pupils may also choose a year of further training or specialization in the qualification sector or a reorientation year for those who wish to change their orientation in the 3rd stage.

The 3rd stage is the "determination" stage. At this stage, the common programme is even less - religious education, humanities and physical education. The pupils must study the same chosen options throughout the two years.

At the end of the 3rd stage successful pupils may receive

- a certificate of upper secondary education, giving them access to non-university higher education
- a qualification certificate (in the qualification sections)
- a diploma of proficiency for higher education, giving them access to university and other types of higher education.

A Royal Decree of 29 June 1984 on the organization of secondary education changes the structure of vocational education. Article 25 stipulates that certificates of lower and upper secondary education will henceforth be awarded to pupils of vocational education. Certain transfers have also been made possible - pupils who have successfully completed the sixth year of vocational studies may enter the fifth year of technical or artistic education or even complete a seventh year of vocational education in order to obtain a certificate of upper secondary education. Vocational education, which is a qualification education, prepares the pupil for entry to working life and now, thanks to the above certificate, also permits study up to the level of higher education.

At the end of the 3rd stage pupils may also choose a preparatory year for higher education or a year of further education or specialization in a qualification section.

Type II pupils are examined three times a year (two times in some schools depending on the section) until the first year of upper secondary education : the last two years, twice a year. The decision about whether a pupil has successfully completed a year's study is based on the results.

In Type I there is a system of continuous assessment. The Class Council decides whether or not a pupil is ready to move on to the next class.

Certificates for both Type I and Type II are awarded at the responsibility of the schools concerned and are then ratified by the Homologation Committee which ensures that schools respect the educational standards required. Certification must conform to the above-mentioned Royal Decree of 29 June 1984 (articles 22 - 28 for Type I, articles 47 - 53 for Type II).

In the 1983/1984 school year, there were 10,481 pupils in Type II lower secondary education, 20,981 pupils in Type II upper secondary education and 313,107 pupils in Type I secondary education (120,880 in the 1st stage, 122,029 in the 2nd stage and 70,198 in the 3rd stage) in the French and German language sector. In the 1983/1984 school year there were 56,003 pupils in Type II lower secondary education, 112,933 pupils in Type II upper secondary education and 218,979 pupils in Type I secondary education (96,919 in the 1st stage, 80,058 in the 2nd stage and 42,002 in the 3rd stage) in the Dutch language sector.

Part-time compulsory education

For pupils who do not wish to continue with full-time education once they have reached the age of 15 the three years of part-time compulsory education may be covered by

a) an apprenticeship in a middle-class profession (le contrat d'apprentissage des classes moyennes). Those who are successful in the examinations at the end of the apprenticeship receive a certificate approved by the"Ministre des Classes Moyennes"
b) an industrial apprenticeship
c) training with a recognized association
d) part-time education organised by the Centres for part-time education (experimental from 1984/1985). At the end of the part-time education, the pupil receives a certificate mentioning the

dates of study and the skills acquired. A certificate of attendance is given to pupils leaving the Centres before the end of the course.

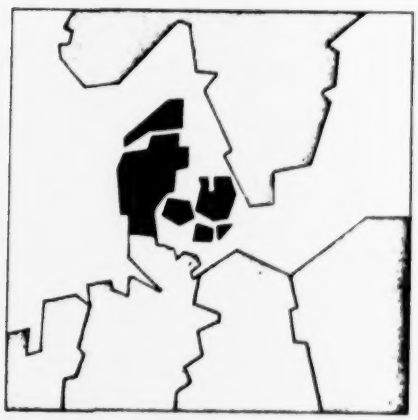
After full-time compulsory education has been completed, that is, after secondary education, there is either :

- transition to working life;
- short higher education;
- long higher education;
- university studies

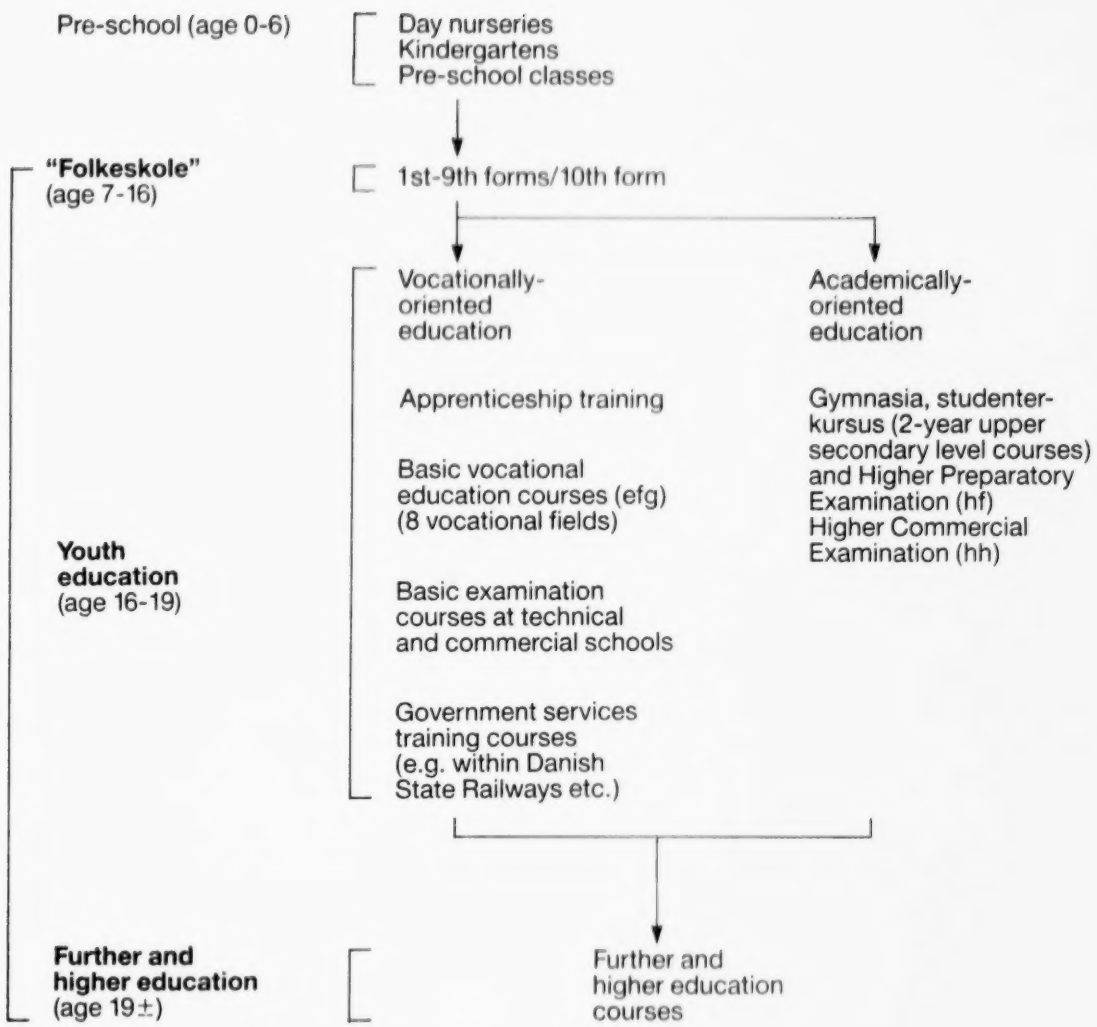
and several other possibilities such as private schools, civil aviation, etc.

++++++++++++++++++++

DENMARK



STRUCTURE OF THE EDUCATION SYSTEM IN DENMARK



Source: The Education System, published by the Danish Ministry of Education, 1984.

1. RESPONSIBILITIES AND ADMINISTRATION

Responsibility for education in Denmark is shared between central State authorities, the counties, the municipalities and private institutions and individuals.

The division of responsibility differs according to the type of educational institution and the level of education, which means that :

- schools providing primary and lower secondary education in the comprehensive "Folkeskole" are all under the responsibility of local authorities (with the exception of the few private schools);

- the majority of upper secondary schools ("Gymnasia") and institutions offering courses leading to the Higher Preparatory Examination are under the responsibility of the 14 Danish counties, the rest are run either by the central State authorities, by municipalities or by private bodies;

- private responsibility dominates with regard to colleges and other institutions offering training for child welfare, Kindergarten and youth centre personnel, engineers and teachers for primary and lower secondary education;

- folk high schools, agricultural schools, continuation schools and some schools for home economics are private institutions but receive State subsidies;

- universities and other institutions of further and higher education are in the vast majority run by the State.

Private and county - owned educational institutions receive considerable State funding, up to 100 % of the individual institution's budget. The municipal schools do not receive State funding. The municipalities receive block grants and distribute funds to the schools. The money is not earmarked by the State.

Also in legislative and administrative terms the role of central bodies and institutions is rather strong. Most of the important fields and issues of Danish education are regulated by laws, voted on by the"Folketing",the National Parliament. These laws set out overall aims and define a general framework for the different types and levels of education.

The Ministry of Education directs the education system through a variety of instruments and measures :

- the issuing of decrees, orders and circulars which are binding on the educational institutions,

- the issuing of guidelines, directives and recommendations which have to be considered without being binding,

- the general control of final examinations,

- the setting out of minimum standards for school buildings.

At county and municipality level the responsibility for educational matters is carried by the respective "Councils", which are publicly elected bodies. The councils set up education committees which take care of the actual administration and management of schools in conjunction with the individual school's "school board". The Municipal councils approve curricula which are then sent to the county councils. They also appoint or promote examiners and senior staff in schools. Municipal councils report to the Education Minister via the county councils.

2. PRE-SCHOOL EDUCATION

In the Danish pre-school sector there are several institutions catering consecutively or alternatively for the 0 to 6/7 year age range :

- day nurseries for children from 0 to 3 years of age ("vuggestuer")

- kindergartens for children from 3 to 7 years of age ("børnehaver")

- "integrated institutions", catering for children up to the age of 14 including pre-school children ("integrerede institutioner")

- pre-school classes for children from 5 to 7 years of age ("børne-haveklasser").

The administration of these institutions (with the exception of pre-school classes), comes under the Ministry of Social Affairs. They are run by the municipalities or are independent or private institutions. They are State-subsidized but parents pay part of the costs (up to 35 per cent according to their income). The administration of pre-school classes comes under the Ministry of Education. Premises for these classes are made available in municipal and private schools. Since the beginning of the 1980/1981 school year, all municipalities are required to establish such classes. Parents do not pay fees in municipal schools.

Attendance at pre-school institutions is optional. The attendance rate varies between 35 % for the younger children in nurseries and Kindergartens and 90 % for the 5 to 6 year olds attending pre-school classes. (In the 1982/1983 school year, 6.14 % of all children attending pre-school classes were in private schools.)

Neither Kindergartens nor integrated institutions offer "proper" teaching. Their aim is to supplement and support the children's home life, by offering care and participation in educational activities in order to contribute to the development of the child's personality and creativity. This was also the case for pre-school classes until Law n° 270, 1985. Now, however, there is "teaching" and this is defined as "playing and other developing activities".

Pre-school classes aim more specifically at preparing children for normal school routine, encouraging them to play and co-operate with other children and thus become gradually acclimatized to school. Pre-school classes have three to four "lessons" a day, five days a week.

A change in the law on pre-school has recently been passed and will come into force from 1 August 1986. According to the change, pre-school children will be taught together with children in the first two classes of the comprehensive "Folkeskole" in the case of small schools. However, grouping by age will apply with respect to the teaching of mathematics and Danish, and pre-school education will remain optional.

3. COMPULSORY EDUCATION

In Denmark there are 9 years of full-time compulsory education - for children between the ages of 7 and 16. Unlike those in some other Member States of the EC, the Danish education system does not differentiate between primary and lower secondary education.

3.1. Primary and lower secondary education

This education takes place in municipal schools ("Folkeskole"), in private schools or through home tuition.

The "Folkeskole" are maintained by the individual municipality which sets up standing ad hoc committees to deal with administrative and financial matters as well as pedagogical questions. The "Skolenavn" (School Board) and "Skolekommission" (School Commission) have parent-voted members but the "Skolendvalg" (School Committee) is a purely political body.

The municipality receives considerable subsidies from central government and therefore education in "Folkeskole" is provided free of charge. 93 % of all Danish children attend "Folkeskole".

Fees are charged at private schools. However, most of them receive State subsidies amounting to up to 85 % of their approved running costs, and instruction must be of a standard comparable to that of the "Folkeskole".

The latest official reform of the "Folkeskole" was carried out in 1975. This Act states that the aim of the "Folkeskole" is "to give pupils a possibility of acquiring knowledge, skills, working methods and ways of expressing themselves which will contribute to the all-round development of the individual pupil" (The "Folkeskole" also comprises a supplementary optional tenth year and an optional pre-school class).

Teaching takes place five days a week, Monday to Friday, usually from eight until two or three, without a long lunchbreak.

The number of weekly lessons is fixed according to the age of the child and may vary between 15 and 22 weekly lessons for the youngest children and 24 and 34 for the final class of the "Folkeskole". One lesson lasts 45 minutes.

According to the above-mentioned Act the curriculum includes :

- compulsory subjects which the individual school must offer
- compulsory subjects which the individual school may offer
- non-compulsory subjects which the individual school must offer
- non-compulsory subjects which the individual school may offer.

In principle, the "Folkeskole" education is comprehensive, the pupils remaining together as a class throughout their entire school career. During the first two years, Danish, arithmetic / mathematics, physical education and sport, Christian studies, creative art, music and free class discussion constitute a common compulsory curriculum.

In addition, history is compulsory from the 3rd to 9th form, geography and biology are compulsory from the 3rd to 7th form, English is compulsory from the 5th form onwards and physics / chemistry are compulsory from the 7th to 9th form. Needlework, wood work and domestic science can be made compulsory according to local decisions.

German must be offered as a non-compulsory subject from the 7th form onwards (French and Latin may be taken in the 10th form). There are also two new subjects - contemporary studies and vocational studies; the former is compulsory from the 8th form onwards, the latter is optional from the 8th form onwards and is defined as "the knowledge of the range of educational and employment opportunities available and of the conditions prevailing in working life" and includes visits to and periods of work experience in firms and institutions.

From the 8th form onwards there are also a number of practical subjects (typing, photography, drama, film, electronics and informatics) which schools may offer as non-compulsory subjects to enable more practically-minded pupils to develop their interests and abilities.

However, some degree of differentiation has been introduced in the 8th, 9th and 10th form for arithmetic / mathematics and English and German, and in the 9th and 10th form for physics / chemistry in that basic and advanced courses (leading to the Leaving Examination and the Advanced Leaving Examination respectively) are offered. The final decision as to which course a pupil is to follow is made by the parents, after consultation with the pupil and the school.

In addition, instruction must be given in road safety, sex education, Norwegian and Swedish, religious education, health education and educational and vocational guidance.

With regard to the planning of curricula and teaching methods the individual school and local authorities have a high degree of autonomy. Although the Parliament ("Folketing") sets the general aims of the "Folkeskole" and the Minister of Education sets the objectives for individual subjects, it is up to the local education authorities and the individual schools to decide how these aims and objectives are to be fulfilled.

The examination system also reflects the liberal philosophy of the "Folkeskole". No marks are given in the 1st to 7th forms, but schools are required to inform pupils and parents regularly (at least twice a year) of the pupils' progress. In the 8th, 9th and 10th forms, marks are given in those subjects in which a leaving examination may be taken. On leaving school, all pupils receive a leaving certificate indicating the subjects taken, the latest marks for the years' work and the examination results.

There is no overall leaving examination; these may be taken on a single-subject basis, and it is the pupils themselves who decide whether they want to sit an examination and in which subjects. There is no pass mark.

The Leaving Examination of the "Folkeskole" may be taken in 11 subjects, the Advanced Leaving Examination may be taken in 5 subjects, and only at the end of the 10th form. Only the pupils who have followed the advanced course in the 10th form may sit the latter examination.

In the 1980/1981 school year, the total number of public "Folkeskole" and corresponding private institutions was 2,343 catering for 783,251 pupils.
The number of teachers in the "Folkeskole" was around 45,000.

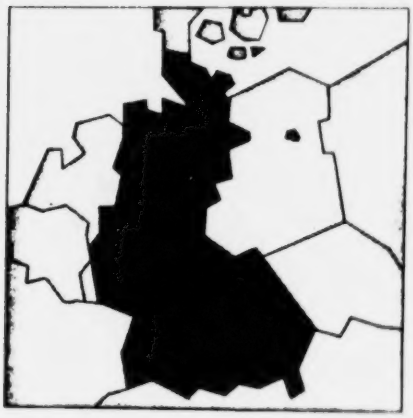
On completion of compulsory education, various types of continuing education are open to pupils :

1) General upper secondary education
   a. The "Gymnasium"
   b. The Higher Preparatory Examination courses
2) Vocational education and training
   a. Apprenticeship training
   b. Basic vocational education
   c. Basic technical or commercial examination courses
   d. Agricultural education and training
   e. Courses of social and health education
   f. Other types of vocational education.

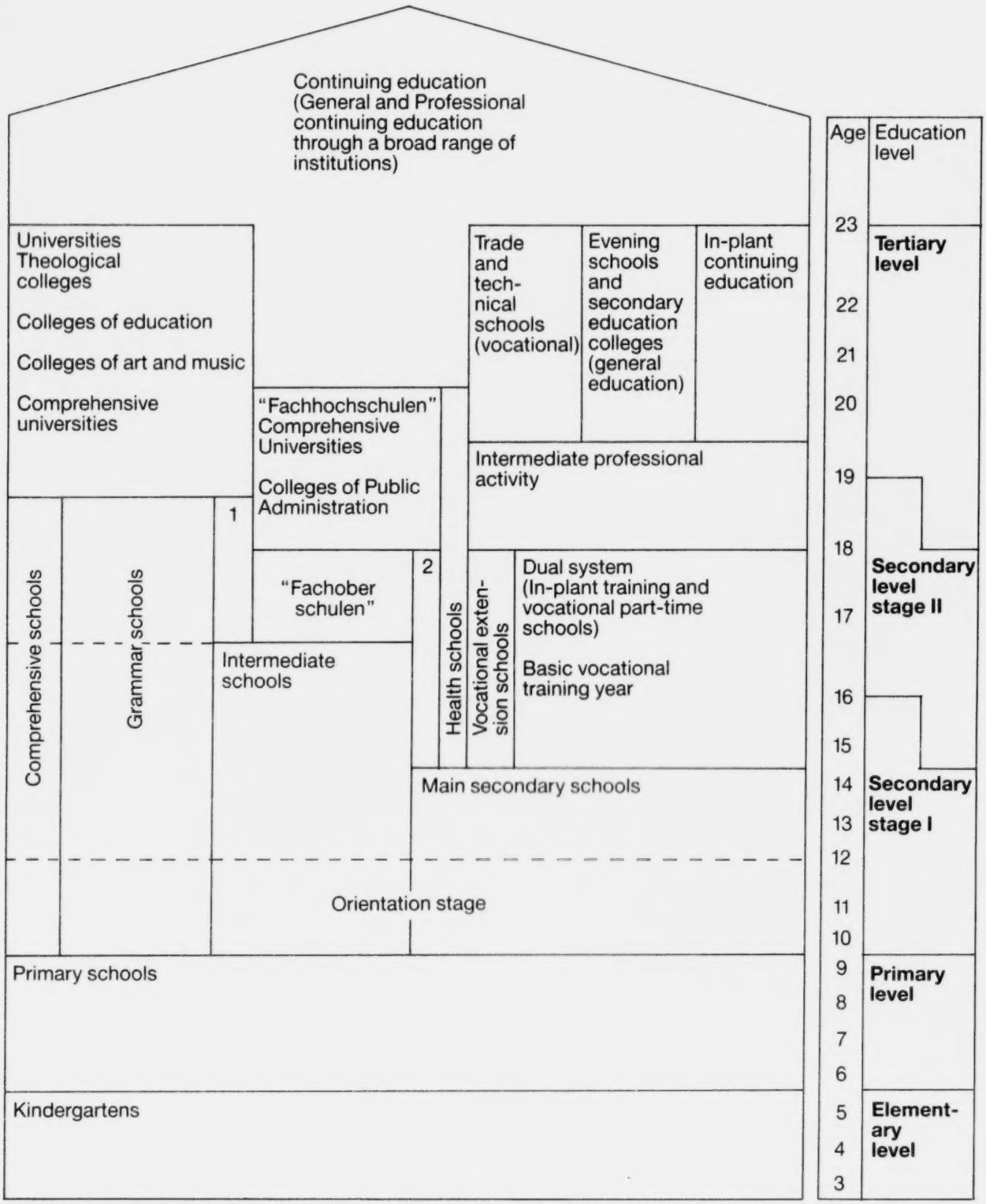
However, about 20 % of school-leavers leave the education system without any further education or training.

++++++++++++++++++++

FEDERAL REPUBLIC OF GERMANY



STRUCTURE OF THE EDUCATION SYSTEM IN THE FEDERAL REPUBLIC OF GERMANY



1. SPECIALIZED GRAMMAR SCHOOLS 2. FULL-TIME VOCATIONAL SCHOOLS

Source: Basic and Structural Data 1984/85, published by the Federal Ministry of Education and Science

I. BASIC SITUATION REGARDING LEGISLATION, ADMINISTRATION AND PLANNING IN THE EDUCATIONAL SYSTEM

1. A SYSTEM BASED ON THE PRINCIPLES OF DIVISION OF RESPONSIBILITY AND CO-OPERATION

The Federal Republic of Germany is a federal state consisting of the States (Länder) of Baden Württemberg, Bayern, Bremen, Hamburg, Hessen, Niedersachsen, Nordrhein-Westfalen, Rheinland-Pfalz, Saarland and Schleswig-Holstein, as well as Berlin (West), which holds a special status due to the Quadripartite Agreement.

The responsibility for educational policy and educational planning is determined by the federal structure of government. According to the Basic Law ("Grundgesetz") of the Federal Republic of Germany only a fixed number and range of duties are attributed to the Federal Government, whereas the States have a kind of general competence for the carrying out of public responsibility *).

Accordingly, educational matters are predominantly the responsibility of the Länder. The legislative responsibilities of the Federal Government lie above all in the enactment of a framework of provisions for the general principles in the higher education sector, for the advancement of scientific research, for student aid, for vocational training provided outside the formal school system and vocational guidance. For certain duties the Basic Law provides for co-operation between the federal and State governments for the realization of

---

*) According to the Basic Law Article 30 and 70 the functions of the Länder and federal and state legislation are as follows :

Article 30 The exercise of governmental powers and the discharge of governmental functions shall be incumbent on the Länder in so far as this Basic Law does not otherwise prescribe or permit.

Article 70 1) The Länder shall have the right to legislate in so far as this Basic Law does not confer legislative power on the Federation.

2) The division of competence between the Federation and the Länder shall be determined by the provisions of this Basic Law concerning exclusive and concurrent legislative powers.

duties delegated to the States if these duties are of importance for the entire population of the Federal Republic and if the co-operation of the Federal Government is requisite for the improvement of living conditions. Included under these collective duties in the field of education are the expansion of existing and construction of new institutions of higher education, including university clinics. Furthermore, the Basic Law provides for collaboration through agreements between the Federal Government and the States for educational planning and for the advancement of facilities and projects for scientific research of supra-regional importance.

States and Federation work together in the Planning Committee for the Construction of Higher Education Institutions ("Planungsausschuß für den Hochschulbau") on the realization of common duties concerning the development and expansion of these institutions. The Bund - Länder - Commission for Educational Planning and Advancement of Research ("Bund - Länder - Kommission für Bildungsplanung und Forschungsförderung") was created for the purpose of nationwide educational planning. In 1973 this commission worked out a General Plan for Education ("Bildungsgesamtplan") which established the framework for a coordinated development of the entire educational system of the States up to the year 1985. This has been approved by the heads of government of the Federation and the States.

The Basic Law garantees the freedom to live, travel and choose an occupation anywhere in the territory of the Federal Republic : The States are thus obligated to work together not only with the Federal Government but also with each other in the areas where regulations under federal jurisdiction are at hand, in so far as these must be transported into State-level jurisdiction in order for them to be able to take effect. The purpose of this co-operation is to coordinate the school and higher education systems of the individual States with regard to the structures, institutions, curriculum and leaving certificates. The States work together for this purpose in the Standing Conference of Ministers of Education and Cultural Affairs ("Ständige Konferenz der Kultusminister der Länder in der Bundesrepublik Deutsch-

land"). This has led to comparability of the educational courses provided and the qualifications to be acquired in the educational institutions.

The fundamental structures of the States' education systems, for example in terms of the length of compulsory education, beginning and end of the school year, length of vacation, designation of the various educational institutions and their organizational form, essential elements of curricula (e.g. succession of languages, and terminology used for the evaluation of school performance) were standardized by Agreements between the States for the Standardization of the School System ("Abkommen der Länder zur Vereinheitlichung auf dem Gebiet des Schulwesens") in the years 1954 and 1964. On the basis of a simultaneous statement concerning appropriate standards, the mutual recognition of examinations and certificates as well as a multitude of further elements designed to improve harmonization of the educational system have been agreed to by means of further supplementary arrangements voted by the Conference of Ministers of Education.

In the field of higher education, the States have come to an agreement on the standardization of the "Fachhochschule" systems and on a variety of matters concerning the institutions at tertiary level in general. Through the co-operation between the Conference of Ministers of Education and the West German Rectors' Conference ("Westdeutsche Rektorenkonferenz") the organization representing the institutions of higher education through the medium of their rectors / presidents, a connecting link was established between governmental administration on the one hand and the autonomous administration of these institutions on the other. This co-operation has resulted inter alia in agreements on the content and form of state and other academic examinations at institutions of higher education.

2. GOVERNANCE, ADMINISTRATION AND SUPERVISION OF THE SCHOOL AND HIGHER EDUCATION SYSTEMS

2.1. Schools

The entire school system is under governmental supervision. As a rule, the schools are state or municipal institutions. In addition, there are private schools, which are subject to state supervision. Recognition of leaving certificates from these schools is dependent on the observance of pertinent state regulations with regard to lessons, qualification of teachers and the execution of examinations. State regulations for private schools take into consideration the particular educational concerns of such schools. There are, for example, special regulations pertaining to the leaving certificates qualifying for admission to higher education ("Abitur") awarded by the "Waldorfschulen", which were agreed to by the Standing Conference of Ministers of Education and Cultural Affairs.

The Ministers of Education and Cultural Affairs as the supreme authority in the individual Länder are responsible for the administration of the school system. The administrative structures are generally composed of three levels, the Ministry of Education and Culture forming the top level, the district government the middle level and the municipal and communal school administration the lower. In some Länder and in the City-States, the middle level is omitted. Teachers at the state and municipal schools are civil servants of the individual Länder.

2.2. Institutions of higher education

As a rule, the institutions of higher education are state institutions with the status of a body corporate. They have the right of autonomous self-administration within the framework of the law.

Their charters require approval by the competent ministry of the Land in which they are situated. In addition, there are some institutions of higher education designed to serve certain specific needs of the Federal Government (military and postal service), as well as some under church authority holding the status of a body corporate, and a number of others under private control. These lastmentioned institutions differ from the others by dint of their particular status and a generally limited autonomy.

The administrative matters there is a cooperative relationship between the respective State ministry and the institutions whose administrative functions include both state self-administration and such state functions as personnel, economic, budgetary and financial administration (unified administration). This said, however, legal supervision, and to some extent also supervision of certain matters of policy, responsibility for the establishment and ultimately also for the organization of the institutions as well as the control over finance and personnel lie with the given State ministry or State government.

II. DESCRIPTION OF THE EDUCATIONAL SYSTEM

1. SUMMARY

Compulsory education for all children in the Federal Republic begins at the age of six. As a rule it continues for twelve years, made up of nine (in Berlin and Nordrhein-Westfalen ten) years of full-time and three years of part-time schooling. In addition to pre-school institutions ("Kindergarten", "Eingangsstufe", "Schulkindergarten"), the educational system includes an elementary school (Grundschule) common to all children, extending from the first to the fourth year of schooling and in Berlin through to the sixth.

This common elementary school serves as the foundation for the general-education secondary schools, i. e. "Hauptschule" (school years 5 or 7 to 9 of 10), "Realschule" (years 5 or 7 to 10) and the "Gymnasium" (years 5 or 7 to 13). In addition, there are still "Gesamtschulen" (comprehensive schools) comprising the fifth through tenth years of schooling in all of the States (see 2.1.5.). In most States they are still considered experimental.

Classes 5 and 6 of all general-education schools (= fifth and sixth year of schooling) are designed for the preparation and guidance of all pupils for their further school education. To achieve this goal, the Conference of Ministers of Education has concluded an agreement uniformly introducing the so-called "Orientierungsstufe" (orientation level). With the introduction of this segment and the concomitant harmonization of the curricula in the fifth and sixth year of schooling at all schools, the pupil's ability to transfer from one stream or path to another has been vastly improved and decisions as to the nature of further schooling have been deferred to the seventh school year. The orientation level can also be arranged as a separate stage independent of the ordinary types of school (effective for instance in Bremen and Niedersachsen). Thereupon the secondary schools do not begin until the seventh year.

After completion of their ninth year of schooling, the majority of young people either transfer to vocational training or go directly into employment.

Students completing their ninth year who choose not to continue their education in general-education schools ("Realschule", "Gymnasium", "Gesamtschule") must attend one of the various vocational secondary schools (compulsory vocational education) at least on a part-time basis and for a period of at least three years in addition to their vocational training or employment. "Realschulen", "Gymnasien" and in some States also "Hauptschulen" provide for an elective termination of education on the completion of the tenth year of schooling enabling students to enter training for skilled employment of the lower professional ranks or to transfer to a "Fachoberschule" (vocationally oriented upper secondary school).

Students in general and vocational secondary schools may enter institutions of tertiary education if they take certain specified courses and pass the required final examinations. On the completion of their twelfth school year students may enter the "Fachhochschule", on the completion of their thirteenth the university or an institution of equivalent standing. Institutions for continuing and adult education provide various forms of further study after completion of initial education.

In the primary and secondary schools, students are usually grouped by age. Frequently, however, ability groups are formed from a specified grade onwards (usually the fifth or seventh year of schooling) in such subjects as language study, Mathematics and Natural Science.

Decisions as to whether a pupil goes up at the end of the school year, or has to stay down and repeat the year, are made on the basis of his or her individual level of knowledge and achievement during the course of the school year in question. The evaluation of students is made on the basis of marks, and in the so-called reorganized upper level of the "Gymnasien" on the basis of an additional point system.

The Standing Conference of Ministers of Education of the Länder has agreed on the following definitions of marks :

"sehr gut" or 1 = very good
To be given when the performance is well above the required standard.

"gut" or 2 = good
For a performance that fully meets the required standard.

"befriedigend" or 3 = satisfactory
For a performance that on the whole meets the required standard.

"ausreichend" or 4 = adequate
For a performance which, though showing deficiencies, on the whole still meets the required standard.

"mangelhaft" or 5 = poor
For a performance that does not meet the required standard but indicates that the necessary basic knowledge exists and that the deficiencies could be removed in a foreseeable period.

"ungenügend" or 6 = very poor
For a performance that does not meet the required standard and indicates that even the basic knowledge is so fragmentary that the deficiencies could not be removed within a foreseeable period.

The curricula of the various schools are determined by the Ministry of Education of the respective Land. They are developed, usually in special commissions, with the participation of teachers and experts either on the basis of guidelines or a framework worked out by the Standing Conference of Ministers of Education or on the basis of consultations among the Länder.

In institutions of higher education, courses of study are generally divided into semesters. Depending on the discipline, a course of study consists of anything from six to twelve semesters.

The options open to higher education graduates vary according to the objectives of the course of study which they have been pursuing. Hence, the successful conclusion of the course may enable the graduate to enter further study in the preparatory service required of teachers, judges and other civil servants or directly to enter certain fields of employment (e.g. as a chemist, physician, psychologist, in business management).

Attendance at all public educational institutions both at compulsory and post-compulsory level, is free of charge. All necessary school supplies are either provided without charge or lent to the students, though parents are sometimes required to make a certain contribution.

Under the terms of the "Bundesausbildungsförderungsgesetz" (Federal Educational Assistance Act) additional financial assistance is granted under certain conditions to students beginning with their eleventh school year in both general and vocational secondary schools and to those in institutions of higher education. Financial assistance is limited to a period equal to that in which the course of study in which the student is enrolled can normally be completed. Financial assistance is granted only if the student's own income and property or that of those legally responsible for his maintenance are insufficient.

2. DESCRIPTION OF THE SCHOOL SYSTEM

2.1. The "Allgemeinbildende schulen" (General Education Schools)

2.1.1. The "Grundschule"

The elementary schools common to all children are called "Grundschulen", covering the first four years of schooling (in Berlin six years).

The functions and objectives of the elementary schools are determined by their place within the school system. Accordingly, elementary schools are to provide children with the basic knowledge required for further education while nurturing as much as possible the special abilities and interests of each individual child.

In addition to introductory reading and writing of the German language, subjects taught in the elementary schools include a number of courses providing an introduction to Social Studies, History, Geography, Biology, Physics, and Chemistry which become regular subjects of instruction later on. Mathematics, Religious Instruction (in Bremen instruction in Bible History on general Christian principles), Music, Art, Sewing or Crafts, and Physical Education are taught as well. All of these are required subjects. Depending on which year they are in, children attend between 20 and 30 hours of classes a week.

Teachers at elementary schools must have completed at least six semesters (in Bremen, eight semesters) at an institution of higher education followed by a preparatory service varying from one to three years. State examinations must be completed after the course of study and after the preparatory service.

2.1.2. The "Hauptschule"

"Hauptschulen" are secondary schools extending from the fifth to the ninth year of schooling (fifth to the tenth in Berlin and Nordrhein-Westfalen). In the case of six-year "Grundschulen" or independent orientation levels (Berlin, Bremen, Niedersachsen) "Hauptschulen" extend from the seventh to the ninth or tenth year of schooling. Upon graduation, students as a rule enter employment while continuing to attend the "Berufsschule" until the completion of their vocational training or, at a minimum, for three years. At the same time, the "Hauptschule" as a secondary school is closely connected with the vocational-education school system through which one can also acquire higher level certificates including the certificate of "Hochschulreife".

Compulsory subjects at "Hauptschule" include German, a foreign language, Mathematics, Physics | Chemistry, Biology, Geography, History, Social Studies, Religious Instruction, Music, Art, Politics and Physical Education (in Bayern in addition Education, Domestic Science and Economy). At least the Mathematics and foreign language courses are taught at different levels of intensity to allow for the different learning abilities of the students, to enable them to complete courses successfully, and to facilitate transfer to other secondary institutions. Students attend between 30 and 33 hours of classes a week.

Teachers must have completed six semesters (in Bremen, eight semesters) at an institution of higher education followed by a preparatory service which currently differs among the Länder, and which takes from one to three years. State examinations must be completed after the course of study and after the preparatory service.

2.1.3. The "Realschule"

"Realschulen" are secondary schools continuing up to the tenth year of schooling. They normally cover the period from the fifth or seventh class through to the tenth. In addition, there is a special type consisting of three years (dreiklassige Aufbauform) for "Hauptschule" students not wishing to transfer until after the seventh class. In Nordrhein-Westfalen, four-year forms of "Realschule" level are quite common. In Bayern, the "Realschulen" are also usually limited to four years only, i. e. they do not begin until after the sixth year of "Hauptschule".

"Realschulen" prepare their students primarily for middle-level, non-professional careers and the demands of those careers in terms of independence, responsibility, and leadership.

Their curricula differ from those of the "Hauptschulen" in that more language courses are provided (two foreign languages, one of them compulsory), and also because the subjects are taught at a more demanding level. Students attend between 30 and 34 hours of classes a week.

Teachers at "Realschulen" must have completed at least six semesters (in Bremen, eight semesters) in two subjects at an institution of higher education followed by a preparatory service of 18 months. State examinations must be completed after the course of study and after the preparatory service.

2.1.4. The "Gymnasium"

The term "Gymnasium" covers all general-education secondary schools leading up to the thirteenth year of schooling and offering a final examination (Reifeprüfung | Abiturprüfung) at the end. Students who have passed this final examination have the qualification to enter a university or equivalent institution (Hochschulreife). There are some "Gymnasien" whose leaving certificate entitles the student to study any discipline at all (allgemeine Hochschulreife), and others that qualify the student only for the study of specific subjects or groups of subjects (fachgebundene Hochschulreife). The traditional types of "Gymnasien" include the modern language-oriented type (neusprachliches Gymnasium), the mathematics | natural science-oriented type (mathematisch-naturwissenschaftliches Gymnasium) and the classics-oriented type (altsprachliches Gymnasium). In addition, there are other types emphasizing Social Sciences, Economics, Engineering and Technical Sciences, Music. As a rule, "Gymnasien" extend from school years 5 to 13 or 7 to 13, depending on the structure of the preceding elementary school. In addition, there are special courses (Aufbauformen) to which "Hauptschulen" students may transfer on completion of their seventh school year; as well as others for especially gifted "Realschulen" graduates and graduates from vocational schools. On the basis of the resolution of the Conference of Ministers of Education of 7.7.1972 the

re-organized upper level of the "Gymnasien" has been introduced in the school year 1976|1977 (in Baden-Württemberg, 1977|1978). For people in employment there are "Abendgymnasien" (evening "Gymnasien") offering three-year courses leading to the "Abitur", and institutions preparing their students for entering institutions of higher education ("Kollegs"). The primary function of the "Gymnasien" is to prepare students for entering institutions of higher education, i. e., to give them a sound basic education in terms of both content and scientific method. In addition the "Gymnasien" serve as a preparation for demanding professional training outside the institutions of higher learning.

The "Gymnasien" that provide access to all disciplines of study at the level of higher education teach German, Mathematics, Biology, Geography, Music, Art, Physical Education, at least two foreign languages, History, Social Studies, Physics, and Chemistry as compulsory subjects from classes 5 to 10. Religious Instruction is a regular subject in most of the States. Weekly hours of classes at the "Gymnasien" vary from 30 - 36, according to the level and the State concerned.

The upper level of the "Gymnasium" begins in the eleventh year of schooling. Departing from the system of instruction in secondary level I (intermediate level), where subjects are still taugnt in fixed classes, the upper level substitutes, after a transitional period, a system of course instruction for fixed-class teaching. Requirements for individual subjects or groups of subjects remain, but students are provided ample opportunity to choose the subjects they want and to specialize within an extended range of available subjects.

The following features characterized the 1972 resolution :

Division into basic and intensified courses ("Grundkurse", "Leistungskurse")

Basic courses and intensified courses are a means of structuring curriculum with regard to course levels. This distinction helps to attain the objectives of upper level instruction in "Gymnasien". The 1972 resolution defines the aim of basic courses ("Grundkurse") as being that of assuring basic education for all secondary schools students. The intensified courses ("Leistungskurse") are intended to provide profounder pre-academic understanding and an expanded knowledge of the subjects in question.

There is no basic difference between these objectives, but there is a degree of difference between the two types of courses. They differ primarily with regard to :

- the number of course hours per week (for "Grundkurse" usually 3, for "Leistungskurse" 5 to 6),

- the complexity of the subject matter dealt with,

- the degree of subtlety and abstraction in the material and concepts treated,

- the degree to which the students are expected to master the subject matter in question,

- the requirement that students be able to work independently.

As much as two-thirds of instruction takes place in "Grundkurse". The students elect two (in Rheinland-Pfalz and the Saarland three) intensified course subjects ("Leistungsfächer"). One of the intensified courses must be a subject carried over from intermediate-level instruction, i. e. a

foreign language, Mathematics or a Science. Subjects offered for the first time in upper-level instruction at "Gymnasien" can be taken as the second intensified course. Some States limit course offerings to specific subject combinations.

The aim of forming areas of specialization in the intensified courses is to assure the quality of pre-academic education and of the school leaving certificate. A student's choice of subjects in intensified courses does not predetermine the student's choice of subject when he or she enrols in higher education.

Fields of study

The subjects taught fall into three general categories or fields of study, i. e.

- Language, Literature and Art (I),

- Social Sciences (II),

- Mathematics, Science and Technology (III).

Sports are not included in any of the fields of study. Religion may be associated with one of them. Each of the three fields of study must be represented among the subjects taken by every secondary school student right through to the end of upper level instruction and the "Abitur" examination. Students may not drop any of the fields of study or replace one with one of the other two.

During the four semesters of the course system (twelfth and thirteenth years of school) students are required to take at least 22 hours per week in fields I and III, at least 16 in field III and at least 8 in sports. Also required :

- field I : two half-year courses in German, two half-year courses in Literature and the Arts;

- field II : four half-year courses; in addition, it has been determined that History must be taught as a separate subject or in the context of Civics

- field III : two half-year courses in Mathematics and four half-year courses in the Sciences.

These requirements establish a general framework safeguarding the breadth and uniformity of individual courses of study. An indispensable requirement for the acquisition of the general qualification for admission to higher education is that the student has studied at least two foreign languages in the course of secondary education.

Point system and general qualification

Scholastic achievement in the individual courses and in all of the courses together is determined by converting traditional grades to a point system and adding the points.

On July 7, 1972 the Standing Conference of Ministers of Education and Cultural Affairs agreed on using the following conversation scale for traditional grades :

Grades:												
very good			good			satisfactory			suffic.			deficient			failing
1			2			3			4			5			6
+		-	+		-	+		-	+		-	+		-	
Points:															
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0

Basic courses are counted once (0 to 15 points), intensified courses three times (0 to 45 points) and grades in the "Abitur" examination four times (0 to 60 points). The total number of points indicated on the leaving certificate

qualifying for general admission to higher education is the accumulation of points earned in the four course semesters and in the "Abitur" examination. A maximum total of 900 points is possible and a minimum of 300 must be attained to pass. The overall average grade is also indicated.

The points attainable are equally distributed among :

- 20 basic courses;

- 6 intensified courses and a paper in one subject, or an equivalent arrangement;

- the courses in the four examination subjects in the final year and the examination grades.

All of the compulsory courses must be among these.

"Abitur" examination

The "Abitur" examination is administered in four subjects. They include two subjects taken as intensified courses and one additional subject, in all of which there are both written and oral examinations. There is only an oral examination in the fourth subject. All three fields of study must be represented in the examination.

Within the context created by the federal structure of the Federal Republic of Germany and the educational character of the assessment of scholastic achievement, the Standing Conference of Ministers of Education and Cultural Affairs has attempted to bring about a joint improvement of examination procedures an requirements.

The newly formed upper level in "Gymnasien" creates for the first time a general agreement on regulations for "Abitur" examinations, governing important procedural questions, as well as uniform examination requirements in the individual

subjects. There are now uniform examination requirements (in some cases revised after discussions and experience) in almost all subjects, including some that are now being admitted for the first time as subjects in which there is a written examination for the "Abitur". The framework established by these uniform examination requirements makes it possible to take differences in the curriculum in the various States and the diversity of the given classroom and examination situations into account and, at the same time, make the examination questions and the assessment of the answers given more comparable and easier to understand in the individual subjects and groups of subjects.

Teachers at the "Gymnasien" must have completed at least eight semesters at an institution of higher education followed by a preparatory service of at least 18 months. They must have completed state examinations at the end of their course of study and at the end of the preparatory service.

2.1.5. The "Gesamtschule"

In the Länder of the Federal Republic there are at present over 200 comprehensive schools. In most of the States, these take the form of experimental projects, in which a new type of lower secondary level ("Sekundarstufe I") is being tested. The comprehensive schools convey the same educational material as the traditional schools from the fifth to the ninth or tenth year of schooling. There are co-operative comprehensive schools in which the types of schools from the traditional school system ("Hauptschule", "Realschule", "Gymnasium") continue to exist, but now on the same premises, under joint administration and with curricula so harmonized as to facilitate pupil transfer from one kind of school to another. There are also integrated comprehensive schools in which all pupils are taught jointly and the distinction between types of schools is waived. Instruction is in the form of subject-oriented courses taught at different levels and according to different models. Pupils gain the same

leaving certificates as they would in the traditional schools ("Hauptschule", "Realschule", promotion to class 11 of the "Gymnasium").

Some comprehensive schools also have an upper level which as a rule is identical with the upper level of the "Gymnasien". Teachers at the comprehensive schools must have the credentials that would be required for teaching at the traditional schools. Hence, these are teachers qualified to teach at "Grundschulen", "Hauptschulen", "Realschulen", or "Gymnasien". At present, some Länder are in the process of reorganizing teacher training according to the goals of the "Bildungsgesamtplan" (General Plan for Education) with a view to granting certification to teach at a level of education rather than at a particular kind of school as in the past. This change will meet the needs of the comprehensive schools.

2.2. "Berufliche schulen" (vocational schools)

2.2.1. "Berufsschule"

"Berufsschulen" (part-time vocational schools) are part of the secondary school system. They are attended by students undergoing initial vocational training and by those who have entered employment after leaving a "Hauptschule" or some other general education school, and are still of an age at which attendance at a "Berufsschule" is required. The purpose of these schools is to convey general and professional knowledge to the student with particular regard to the demands of vocational training. In the framework of this vocational training, which is organized in basic and professional stages, the basic stage can be conducted as basic vocational training year ("Berufsgrundbildungsjahr") on a full-time basis throughout the whole year or in a co-operative form (school instruction plus on-the-job-training) - the so-called "dual system".

Approximately 40 % of the classes taught are general-education classes, i. e. German, Civics | Social Studies, Economics, Religious Instruction, and Physical Education. The specialized vocational courses (professional stage) taught at the "Berufsschulen" are tailored to the training regulations in the various fields of employment. Classes are taught on a part-time basis on one or several days of the week usually up to a total of 12 hours a week, or in continous segments ("Blockunterricht"). Graduates receive a leaving certificate that is issued without a preceding examination; together with the examination certificate indicating the successful completion of their vocational training ("Facharbeiterbrief" or "Gesellenbrief" as the case may be) it enables them to enter "Fachschulen" (schools offering advanced vocational training).

The "Berufsgrundbildungsjahr" (Basic Vocational Training Year)

In accordance with a 1973 resolution of the Conference of Ministers of Education the first stage of vocational training is called "Berufsgrundbildungsjahr" (basic vocational training year), which can also be completed in the form of a full-time school year. It has the function of conveying general knowledge over and above the vocational field and theoretical and practical knowledge in the vocational field concerned. For occupations that are part of a vocational field, it is a basis for subsequent more specialized training. Admission to the basic vocational training year is open to young people who have fulfilled full-time compulsory education according to the valid State laws; they must select a specific vocational field. Lessons include those fields of study which are vocationally oriented in theory and practice and those over and above this. Successful completion of the basic vocational year is counted as the first year of vocational training for the occupations that are associated with the respective (vocational) field.

The teaching at "Berufsschulen" and in the basic vocational training year is carried out by teachers for general-education subjects and vocational theory, and those specialized in conveying practical vocational skills. The former must have completed eight semesters at an institution of higher education, a period of specific practical training (as a rule one year) and a preparatory service of two years. State examinations must be completed after the course of study and after the preparatory service. The latter must have completed initial training for a particular vocation, further training at a "Fachschule" and basic educational theory training at special institutions.

2.2.2. "Berufsfachschule"

"Berufsfachschulen" (full-time vocational schools) prepare their students for a field of employment or provide vocational training, while at the same time improving their general knowledge. To be admitted, students must have successfully completed "Hauptschule" or "Realschule", depending on the type of training they wish to obtain. The course of study at "Berufsfachschulen" varies in length depending on the student's speciality and career objectives, but takes at least one academic year. There are many schools providing courses of this type. These include commercial schools ("Handelsschulen"), schools teaching child care, and vocational schools training assistants for the various technical fields. All "Berufsfachschulen" end with a final examination. In two year "Berufsfachschulen" where a "Hauptschule" leaving certificate is the prerequisite for admission, the acquisition of a certificate equivalent to that from a "Realschule" is usually made possible. Hours of classes range from 30 to 35 a week. Teachers must have the same training as teachers at "Berufsschulen".

2.2.3. "Berufsaufbauschule"

"Berufsaufbauschulen" are schools attended by young people already attending a vocational school or who have completed compulsory vocational training. The purpose of training at these schools is a broadening and deepening of general and vocational education after or during vocational training. The "Berufsaufbauschule" is separated into subject areas such as Engineering, Economics, Home Economics, Social Studies and Agriculture.

Course work at these schools includes both the general and professional sectors and involves a total of at least 1,200 hours of instruction. At least 600 hours are required in German, a foreign language, Mathematics and Science. Further subjects taught are Civics, Politics, Social Studies and at least one vocational subject. Sports should be offered. Course instruction related to the major subject area or vocational specialization should be at least 160 hours. Full-time training is at least one year (longer if training is on a part-time basis) and ends in an examination in which the student is intended to show that he has attained the objective set by the school, i. e. acquisition of a vocational training certificate qualifying for admission to a "Fachschule" ("Fachschulreife"). This qualification includes the same entitlements provided by the leaving certificates issued by "Realschulen".

Teachers must have the same training as teachers qualified to teach at "Berufsschulen".

2.2.4. "Fachoberschule"

These are schools comprising two successive years (classes 11 and 12) which accept students who have completed "Realschule" or reached an equivalent level of instruction. They teach general education along with specialized theoretical and practical knowledge and skills, and their leaving certificates of graduation qualify students to enter "Fachhochschulen".

There are "Fachoberschulen" for engineering, business management and administration, home economics, social work, design, and navigation, among others. Practical training is given in class 11 (i. e. during the first year), four days a week throughout the year. In addition, students must attend a minimum of eight hours of classes a week. Attendance during class 11 is waived for students who have completed initial vocational training. In the twelfth class (second year of the Fachoberschule) there are 30 compulsory hours of classes a week in which general and specialized subjects are taught, compulsory subjects being German, Social Studies, Mathematics, Natural Science, one foreign language, and Physical Education. The general subjects taught are the same for all areas of specialization. General subjects account for at least 3/5 of the required classes.

Teachers at "Fachoberschulen" must be qualified to teach at a "Gymnasium" or a vocational school, or they must have completed a course of study in a discipline from the areas of natural science, technology, or economics followed by several years of work in their field of specialization.

2.2.5. "Berufliches Gymnasium"

The "berufliches Gymnasium", which is based on a "qualified" lower secondary level ("Sekundarabschluß" I) certificate ("Realschule" certificate or equivalent), has a vocational emphasis and, as a rule, prepares students for entering institutions of higher education (general certificate of qualification). The fields of economics and technological sciences are offered in all States. A general qualification for admission to higher education studies is provided through a curriculum which differentiates between basic and intensified subjects. In addition some States offer other subjects and courses.

2.2.6. "Fachschule"

"Fachschulen" are schools based on initial vocational qualification which offer advanced vocational training as well as general education. They train specialized middle level personnel to manage enterprises in their chosen fields (the trades, agriculture, domestic science), to train junior personnel or to assume major responsibilities in specific areas. In order to be admitted students must normally have completed pertinent vocational training or they must have working experience in their field. As a rule, they must have been employed in their field before entry into a "Fachschule".

Those "Fachschulen" that have two-year programmes offer courses of study in approximately sixty subjects, all ending in a state examination.

Successful completion of a course of study at a "Fachschule" entitles the person in question to use a professional title such as "state-examined engineer", "state-examined business manager" etc. There are other "Fachschulen" besides the two-year variety, e. g. "Fachschulen" for Home Economics, where the period of training ranges from two to four semesters and agricultural schools where it is two semesters.

Teachers must have the same training as teachers at "Berufsschulen".

The above text has been taken from "The Educational System in the Federal Republic of Germany", a study prepared by the Secretariat of the Standing Conference of Ministers of Education and Cultural Affairs of the Länder in collaboration with the Federal Ministry for Education and Science and the West German Rectors' Conference.

Kindergartens

Places in Kindergartens and Day Care Centres according to Supporting Bodies and Länder

Year Land	Kindergarten Places				Day Care Centres			
	Total	of which			Total	of which		
		Public Sector	Churches[1]	Private[2]		Public Sector	Churches[1]	Private[2]
	Thousand	Per Cent			Thousand	Per Cent		
	Federal Republic in total							
1970	1160,7	20	77	3	72,9	51	45	4
1971	1228,9	21	76	3	79,0	52	45	3
1972	1319,1	23	75	2	76,4	53	44	3
1973	1388,1	24	73	3	80,3	55	41	4
1974	1435,9	•	•	•	86,3	•	•	•
1975	1478,9	27	71	2	82,7	60	37	3
1976	1463,0	28	70	2	85,0	60	37	3
1977	1441,0	28	70	2	87,6	60	37	3
1978	1396,9	28	70	2	101,7	62	35	3
1979	1390,7	29	70	1	104,5	62	36	2
1980	1393,7	29	70	1	105,7	63	35	2
1981	1396,5	29	70	1	107,4	63	36	1
	Länder 1981							
BW	302,7	32	67	1	10,4	58	38	4
BA	220,8	25	73	2	19,4	64	34	2
HE	153,2	49	51	0	15,9	71	29	0
NS	118,0	27	72	1	6,5	46	54	0
NW	375,1	19	80	1	21,6	46	52	2
RP	103,5	29	71	0	2,1	58	42	0
SA	28,9	21	76	3	0,6	25	72	3
SH	35,9	21	67	12	2,8	63	28	9
BE	27,8	58	40	2	16,2	76	24	0
BR	11,1	58	40	2	2,8	89	11	0
HA	19,5	44	51	5	9,2	77	22	1

[1]) Churches and other religious communities incorporated under public law
[2]) Private commercially run institutions

Kindergartens

Places in Kindergartens, Day Care Centres and School Kindergartens per Institution, Tutor and 1000 Children of the Appropriate Age according to Länder

Year Land	Kindergarten and Special Kindergarten Places per		Day Care Centre Places per		Children in School Kindergartens and pre-school classes[1]) per		
	1000 Children[2])	Institution	1000 Elementary Pupils	Institution	1000 Children[3])	Institution	Tutor
	Federal Republic in total						
1960	328	67	22	46	2	23	•
1965	327	68	21	40	6	20	•
1970	384	66	18	36	16	25	20
1975	655	64	21	35	52	28	16
1976	705	62	23	34	53	26	16
1977	755	62	25	34	54	25	16
1978	773	60	31	33	54	23	15
1979	784	58	35	34	55	21	14
1980	788	58	38	35	55	21	13
1981	793	58	41	35	55	20	13
1982	•	•	•	•	55	20	13
1983	•	•	•	•	55	20	13
	Länder 1981						
BW	1093	56	26	42	29	19	6
BA	687	54	42	45	22	19	4
HE	970	68	70	47	35	13	11
NS	554	61	20	24	89	22	28
NW	777	61	30	25	44	16	13
RP	994	62	14	34	13	11	9
SA	1013	69	15	33	14	13	8
SH	493	50	25	22	137	24	19
BE	572	30	25	39	276	36	17
BR	643	60	11	31	127	18	15
HA	528	40	18	38	233	31	59

[1]) For the handicapped as well
[2]) From the ages of 3 to under 6
[3]) From the ages of 5 to under 7

2 Schools

Pupils in General Education Schools according to Levels and Type of School in 1000s

Year	Pupils in General Education Schools								
	Total	of which							
		Primary Level	Secondary Level I			Secondary Level II	Schools for the Handicapped	Comprehensive Schools	Evening Schools and Secondary Education Colleges
		Primary Schools	Main Secondary Schools	Intermediate Schools	Grammar Schools				
1960	6655.1	3096.9	2122.4	430.7	641.7	211.7	142.9	-	8.8
1965	7301.6	3453.2	2112.5	570.9	760.7	197.2	192.3	-	14.8
1970	8937.6	3977.3	2370.2	863.5	1062.1	317.4	322.0	-	25.1
1971	9268.3	4147.6	2329.2	912.5	1105.5	337.3	346.1	61.5	28.6
1972	9537.7	4159.4	2350.3	981.2	1205.9	361.4	364.7	83.3	31.5
1973	9750.3	4117.2	2382.4	1043.6	1293.7	392.9	378.1	107.0	35.4
1974	9918.8	4047.5	2433.8	1100.3	1351.6	428.2	384.9	135.4	37.1
1975	10066.0	3912.3	2512.8	1179.9	1394.8	468.7	393.8	165.8	37.8
1976	10061.4	3733.5	2544.0	1248.7	1456.2	457.7	398.2	186.9	36.1
1977	9940.1	3512.8	2506.3	1316.7	1505.6	466.1	398.0	198.2	36.3
1978	9712.7	3262.8	2459.0	1350.7	1519.3	494.0	387.8	203.2	35.7
1979	9430.2	2992.6	2361.4	1365.2	1522.7	566.1	370.7	214.4	37.1
1980	9127.2	2817.7	2226.5	1351.1	1543.8	574.2	353.9	220.6	39.4
1981	8809.8	2588.1	2187.0	1323.4	1448.1	658.3	337.1	225.7	42.1
1982	8417.2	2437.6	2063.4	1278.1	1378.3	672.1	319.3	226.3	42.1
1983	7989.9	2351.8	1894.9	1214.4	1289.1	671.7	301.9	224.7	41.4
Estimates by the Standing Conference of the Ministers of Education (KMK) (Documentation 85)									
1984	7724.6	2398.1	1770.0	1118.4	1208.7	711.3	289.0	189.2	39.9
1985	7410.3	2384.7	1665.6	1033.4	1115.9	708.1	276.1	186.5	40.0
1986	7165.0	2395.9	1587.0	964.1	1046.5	679.6	267.9	184.1	39.9
1987	6982.8	2426.0	1529.9	910.2	994.1	637.2	261.7	183.9	39.8
1988	6869.5	2472.4	1495.6	871.4	955.3	593.2	260.1	181.9	39.6
1989	6828.8	2527.1	1479.5	853.6	938.2	549.9	260.7	180.3	39.5
1990	6827.2	2572.1	1483.1	847.3	935.3	507.5	262.7	180.0	39.2
1991	6855.7	2604.4	1499.9	849.6	939.4	477.0	265.8	180.6	39.0
1992	6921.9	2645.5	1518.8	856.6	950.0	461.8	268.5	181.8	38.9
1993	7007.2	2684.7	1541.3	867.8	962.7	456.2	272.5	183.3	38.7
1994	7104.9	2721.7	1568.2	883.8	977.7	453.8	275.8	185.5	38.4
1995	7201.3	2750.8	1594.4	901.3	996.3	452.1	280.0	188.2	38.2

Pupils in Vocational Schools according to Levels and Type of School in 1000s

Year	Pupils in Vocational Schools									
	Total	of which								
		Secondary Level II							Trade and Technical Schools	
		Part-time Vocational Schools[1])	Basic Vocational Training Year	Vocational Extension schools		Full-time Vocational Schools	Fachoberschulen		Total	of which part-time
				Total	of which part-time		Total	of which part-time		
1960	1942.9	1661.9	-	-	-	139.2	-	-	141.8	14.9
1965	2146.4	1780.0	-	53.0	41.6	167.5	-	-	145.9	15.8
1970	2071.7	1599.8	-	40.4	27.0	205.0	59.0	-	167.5	14.0
1971	2100.5	1571.7	4.8	37.8	23.6	216.9	86.2	-	183.2	12.5
1972	2191.4	1611.2	8.0	36.8	21.7	236.7	105.7	•	193.0	7.3
1973	2245.4	1630.3	13.1	34.3	19.5	252.1	115.2	•	200.5	5.4
1974	2279.1	1628.6	19.1	31.7	17.0	272.5	117.5	88	214.3	4.1
1975	2261.3	1607.5	30.5	27.8	13.7	269.6	118.7	29.1	211.1	6.2
1976	2239.5	1585.1	44.3	22.6	10.5	279.2	121.8	25.5	186.4	6.9
1977	2299.2	1643.0	57.8	18.3	8.4	293.5	115.7	22.1	171.0	7.8
1978	2440.1	1731.2	84.7	16.1	6.9	321.4	113.0	22.0	173.6	8.6
1979	2585.2	1820.3	102.1	17.6	6.0	339.2	124.3	24.1	181.7	10.4
1980	2671.9	1862.8	106.9	21.7	5.7	352.1	136.5	25.2	192.0	11.6
1981	2694.4	1824.1	122.7	22.8	4.1	370.7	150.4	27.6	203.7	13.4
1982	2700.6	1789.0	127.8	20.9	3.3	397.0	158.8	27.3	207.1	13.5
1983	2718.4	1811.2	132.1	15.7	2.3	404.3	149.6	•	205.5	14.1
Estimates by the Standing Conference of the Ministers of Education (KMK) (Documenation 85)										
1984	2675.1	1717.4	178.4	20.5	3.9	388.5	157.4	29.3	212.9	13.8
1985	2579.9	1633.1	187.2	21.2	3.7	373.3	151.6	28.6	213.5	13.8
1986	2457.6	1528.0	192.1	20.8	3.6	355.8	146.1	26.9	214.8	13.9
1987	2311.5	1409.4	197.4	20.2	3.4	332.6	139.3	26.0	212.6	13.8
1988	2159.2	1290.9	198.8	19.6	3.3	311.4	130.4	24.5	208.1	13.5
1989	2018.0	1184.3	201.8	18.2	3.1	289.1	121.1	22.7	203.5	13.2
1990	1906.5	1096.9	206.9	17.3	3.0	273.3	112.6	21.2	199.5	12.9
1991	1822.6	1033.6	205.8	16.7	2.9	264.4	106.6	20.2	195.7	12.7
1992	1775.7	998.1	204.7	16.5	2.9	259.9	103.6	19.8	192.9	12.5
1993	1751.5	984.0	204.1	15.7	2.8	257.1	100.9	19.6	189.7	12.3
1994	1737.3	973.7	205.4	15.5	2.8	256.4	99.5	19.6	186.8	12.1
1995	1739.4	974.1	209.7	15.4	2.8	257.7	98.9	19.5	183.6	11.9

[1]) Including vocational schools for the handicapped

School-leavers according to Type of Qualification obtained in 1000s

Year	Leavers who have completed compulsory full-time schooling				Leavers with Intermediate School Certificate or Equivalent		
	Total	of which			Total	of which from	
		without Main Secondary School Certificate		with Main Secondary School Certificate		General Education Schools	Vocational Schools
		Total	of which from Schools for the Handicapped				
1960	468.6	•	18.0	•	•	102.2	•
1965	563.2	134.6	27.4	422.8	•	93.8	•
1970	489.1	140.3	33.2	348.8	200.1	143.9	56.2
1975	461.6	114.6	42.6	347.1	318.0	231.8	86.2
1976	466.5	114.9	43.2	351.6	317.4	225.1	92.3
1977	527.2	123.9	46.4	403.3	335.2	248.7	86.5
1978	537.6	123.4	39.3	414.2	371.0	281.9	89.1
1979	528.7	117.2	36.9	411.5	401.5	310.7	90.8
1980	500.8	109.4	37.7	391.4	422.2	327.7	94.5
1981	454.1	101.0	33.3	353.1	435.9	337.8	98.1
1982	459.5	96.6	31.6	362.9	436.3	347.9	88.4
1983	449.8	90.8	29.5	359.0	443.2	354.3	88.9
	Estimate by the Standing Conference of Ministers of Education of the Länder (KMK) (Documentation 85)						
1984	431.1	100.0	44.7	331.1	455.9	348.9	107.0
1985	398.5	92.1	40.7	306.4	439.2	336.7	102.5
1986	368.1	85.2	37.8	282.9	415.0	314.3	100.7
1987	343.4	78.4	34.4	265.0	389.9	293.0	96.9
1988	311.4	72.0	31.5	239.4	365.4	274.2	91.2
1989	293.7	68.8	30.0	224.9	334.7	248.2	86.5
1990	285.3	67.1	29.0	218.2	319.3	232.9	86.4
1991	282.5	66.8	29.0	215.7	308.9	226.5	82.4
1992	281.2	66.2	28.7	215.0	303.8	224.1	79.7
1993	279.3	66.1	28.5	213.2	301.9	223.6	78.3
1994	279.5	66.4	28.5	213.1	299.7	221.5	78.2
1995	286.5	68.1	29.3	218.4	299.1	221.3	77.8

Source KMK

School-leavers according to Type of Qualification obtained in 1000s (cont.)

Leavers with Entrance Qualification for Institutions of Tertiary Education							Leavers who have completed training in			Year
Total	of which from						Vocational Schools (including Schools for the Handicapped)	Other Vocational Schools with Certificates[1]	Other Vocational Schools without Certificates[1]	
	General Schools			Vocational Schools						
	Total	of which		Total	of which					
		University and College Entrance Qualif.	Fachhochschule Entrance Qualif.		University and College Entrance Qualif.	Fachhochschule Entrance Qualif.				
56,7	56,7	56,7	–	–	–	–	•	•	•	1960
50,5	50,5	50,5	–	–	–	–	•	•	•	1965
91,5	83,5	83,5	–	8.0	3,7	4,3	523.2	85.9	•	1970
175,0	119,7	115,4	4,3	55,3	10,8	44,5	511,7	103.5	•	1975
199,7	135,8	133,2	2,6	63,9	12,3	51,7	545,6	100.1	•	1976
212,0	149,1	146,0	3,1	62,9	12,7	50,2	543,6	97,3	•	1977
224,1	164,2	156,6	7,6	59,9	13,5	46,4	539,3	124,0	29.5	1978
193,3[2]	135,0	129,2	5,8	58,3	13,4	44,9	562,0	144,1	33.8	1979
221,7	159,6	155,1	4,5	62,1	13,4	48,7	612,8	163.2	39.9	1980
258,4	186,7	181,6	5,1	71,7	15,4	56,3	642,8	167.0	53.7	1981
286,3	202,6	196,7	5,9	83,7	18,1	65,6	660,1	195.4	57.4	1982
305,3	214,1	207,6	6,5	91,2	17,9	73,3	662,7	217.2	50,2	1983
Estimate by the Standing Conference of Ministers of Education of the Länder (KMK) (Documentation 85)										
307,3	220,6	214,9	5,7	86,7	19,1	67,6	621,5	226.4	55,3	1984
308,6	221,2	215,4	5,8	87,4	19,3	68,1	619,5	235,6	54,5	1985
308,4	224,1	218,3	5,8	84,3	19,2	65,1	600,8	235,5	53,3	1986
307,7	225,1	219,3	5,8	82,6	18,5	64,1	573,4	237,9	51,6	1987
297,4	218,2	212,6	5,6	79,2	17,4	61,8	538,3	237,2	49,1	1988
275,1	199,9	194,7	5,2	75,2	16,3	58,9	502,6	235,8	46,6	1989
259,7	189,7	184,7	5,0	70,0	15,0	55,0	468,0	235,7	44,2	1990
242,4	177,0	172,5	4,5	65,4	13,8	51,6	435,0	230,9	43,1	1991
222,5	161,0	156,7	4,3	61,5	12,8	48,7	408,4	228,2	42,5	1992
211,1	151,8	147,7	4,1	59,3	12,2	47,1	392,1	225,8	42,4	1993
205,7	147,7	143,8	3,9	58,0	11,8	46,2	385,0	225,3	42,2	1994
203,8	146,8	142,9	3,9	57,0	11,5	45,5	381,7	227,2	42,4	1995

[1]) Not including schools in the health services
[2]) Decline due to the "short school year" 1966/67 caused by beginning of school year from Easter to Autumn

2 Schools

Teachers[1]) according to Type of School and Länder in 1000s

Year Land	Teachers[1]) in								
	General Education Schools								Vocational Schools[2])
	Total	of which							
		Primary and Main Secondary Schools	Schools for the Handicapped	Intermediate Schools	Grammar Schools I	Grammar Schools II	Comprehensive Schools	Evening Schools, Secondary Education Colleges	
	Federal Republic in total								
1960	224,1	148,1	7,3	19,3	48,9		-	0,5	39,4
1965	257,7	168,1	10,6	24,3	53,8		-	0,9	44,2
1970	338,7	201,5	21,0	37,8	76,9		-	1,5	50,5
1975	431,0	234,3	33,4	51,8	64,3	33,8	11,3	2,1	64,1
1976	446,2	238,3	35,7	54,5	68,1	34,6	13,0	2,1	65,9
1977	456,7	236,9	37,5	57,9	72,0	35,8	14,4	2,1	68,7
1978	464,6	235,7	39,0	60,3	73,9	38,3	15,1	2,2	72,4
1979	472,8	234,6	40,2	61,7	73,4	44,1	16,1	2,2	75,9
1980	478,1	232,9	41,0	62,7	73,5	48,3	16,4	2,3	79,2
1981	480,9	230,8	41,4	63,1	73,6	52,4	17,2	2,4	83,7
1982	474,3	226,0	40,9	62,2	71,5	53,9	17,3	2,5	85,9
1983	467,6	220,9	40,3	61,3	69,8	54,9	17,8	2,6	87,3
	Länder 1983								
BW	75,5	33,0	7,8	12,5	13,0	7,2	1,8	0,2	16,7
BA	80,7	43,9	6,2	9,9	11,9	8,2	0,4	0,2	14,2
HE	37,7	15,1	2,7	4,5	5,5	5,4	4,1	0,4	7,3
NS	57,4	29,7	4,3	8,4	6,4	6,6	1,8	0,2	5,1
NW	130,1	60,4	12,0	14,9	20,1	17,0	4,6	1,1	21,3
RP	26,8	14,4	2,1	3,0	4,0	3,0	0,2	0,1	4,8
SA	7,5	3,8	0,6	1,0	1,1	0,8	0,2	0,0	1,8
SH	19,1	7,9	1,9	3,8	3,0	2,1	0,3	0,1	3,2
BE	15,2	6,5	1,2	1,2	1,8	1,9	2,3	0,3	2,2
BR	6,0	2,7	0,5	0,7	0,7	1,0	0,3	0,1	1,3
HA	11,6	3,3	0,9	1,3	2,3	1,9	1,8	0,1	3,3

[1]) Full-time teachers and part-time teachers calculated on full-time basis
[2]) Not including health schools
Source: KMK

Schools 2

Pupils per Teacher[1]) according to Type of School and Länder

Year Land	Pupils per Teacher[1]) in								
	General Education Schools								Vocational Schools[2])
	Total	of which							
		Primary and Main Secondary Schools	Schools for the Handicapped	Intermediate Schools	Grammar Schools I	Grammar Schools II	Comprehensive Schools	Evening Schools, Secondary Education Colleges	
	Federal Republic in total								
1960	30,7	36,7	20,5	23,0	17,7		-	22,5	42,6
1965	28,3	33,1	17,7	23,5	17,9		-	16,3	47,4
1970	26,7	31,6	15,3	23,1	18,8		-	15,9	39,6
1975	23,3	27,3	11,8	22,7	21,7	13,5	16,3	16,2	33,8
1976	22,5	26,2	11,2	22,9	21,4	13,2	15,8	15,4	32,4
1977	21,8	25,5	10,7	22,7	20,9	13,0	15,5	15,4	31,9
1978	20,9	24,3	10,0	22,4	20,6	12,8	15,4	14,8	32,2
1979	20,3	22,8	9,3	22,1	20,8	12,8	15,6	14,7	32,4
1980	18,5	21,6	8,7	21,5	20,4	12,9	15,4	14,8	32,0
1981	18,3	20,5	8,3	20,9	19,7	12,5	14,8	15,4	30,9
1982	17,7	19,8	7,9	20,5	19,3	12,4	14,6	15,0	30,1
1983	17,0	19,1	7,6	19,8	18,5	12,2	14,1	14,7	29,8
	Länder 1983								
BW	16,9	18,4	6,4	18,5	16,5	13,0	13,3	20,3	25,8
BA	16,7	18,2	6,7	19,4	18,7	10,9	14,6	16,2	32,2
HE	18,5	21,7	8,5	21,3	20,2	12,8	16,1	13,0	30,0
NS	17,4	19,8	8,1	18,6	17,6	12,5	13,1	10,1	28,9
NW	17,7	19,7	8,4	21,8	19,6	12,5	13,9	14,4	32,1
RP	16,9	17,6	7,2	21,0	19,9	12,6	15,0	11,0	32,3
SA	15,9	17,8	7,4	16,2	17,3	11,5	14,8	18,2	28 7
SH	18,1	21,1	8,9	19,7	18,5	11,9	14,5	15,4	36,4
BE	14,3	16,5	6,9	17,0	16,4	10,2	11,9	15,0	25,3
BR	14,6	16,2	6,7	17,7	17,0	11,3	12,5	17,8	26,9
HA	16,3	21,0	8,1	17,5	17,2	11,4	14,2	13,9	23,0

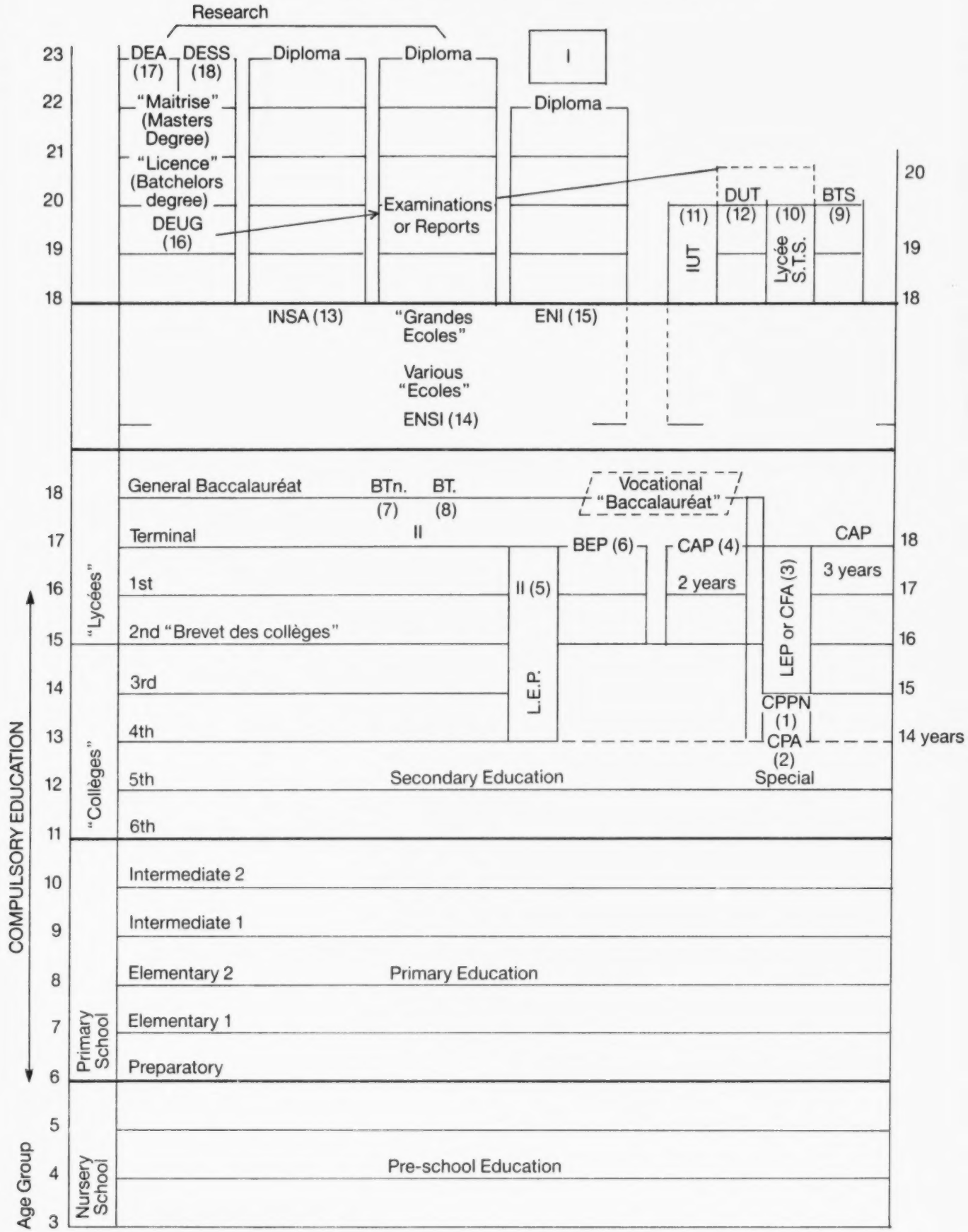
[1]) Full-time teachers and part-time teachers calculated on full-time basis
[2]) Not including health schools
Source: KMK

++++++++++++++++++++

The tables have been taken from the document "Basic and Structural Data 1984/85", published by the Federal Ministry of Education and Science.

FRANCE

STRUCTURE OF THE EDUCATION SYSTEM IN FRANCE



NOTE
A reform of technological education is in progress. It will lead to changes in structure and terminology. (December 1985)

Explanation of terminology

1. CPPN
   In collèges or LEP
   "Classes préprofessionnelles de niveau" accept pupils of 14 years of age who cannot enter the first year of CAP for 1 or 2 years with a view to preparing for CAP (4) in 3 years.

2. CPA
   In colleges LEP or CFA
   "Classes préparatoires à l'apprentissage" accept pupils of 15 years of age who cannot enter the first year of CAP for 1 or 2 years with a view to preparing for CAP in 3 years. They provide sandwich courses.

3. CFA
   "Centres de formation d'apprentis" Establishments authorized to provide theoretical, general and vocational training for apprentices.

4. CAP
   "Certificat d'aptitude professionnelle" Diploma certifying either 2 years of study after the 3rd grade in the LEP, or 3 years of study after the CPA class (rare). It attests an aptitude to exercise a particular profession, on completion of a sandwich course.

5. LEP
   "Lycées d'enseignement professionnel" They accept pupils either on completion of the 3rd grade to prepare a BEP or CAP in 2 years, or on completion of the 5th grade to prepare a CAP in 3 years.

6. BEP
   "Brevet d'études professionnelles" Diploma certifying 2 years of vocational training, on completion of the 3rd grade, in all sections of one sector of activity.

7. B.Tn
   "Baccalauréat de technicien" Diploma of secondary education. It certifies general and vocational training. It leads either to work or to higher education.

8. BT
   "Brevet de technicien" Certificate of secondary education. It can lead to studies either in the STS (10) or in some IUT (12).

9. BTS
   "Brevet de technicien supérieur" - cf. STS

10. STS
    "Sections de technicien supérieur" Classes in some lycées. They provide theoretical and practical training, of the Bac + 2 type, certified by the BTS, in various sectors of activity.

.../...

11. IUT — "Institut universitaire de technologie" Institute in a University, providing higher education of an essentially vocational nature, certified by the DUT, in the industry and services sectors (Bac + 2 type).

12. DUT — "Diplôme universitaire de technologie" - cf. IUT.

13. INSA — "Instituts nationaux des sciences appliquées" Colleges recruiting pupils on the basis of reports after the baccalauréat, and preparing for an engineering diploma.

14. ENSI — "Ecoles nationales supérieures d'ingénieurs" They are attached to Universities and prepare for an engineering diploma in 3 years after an entrance examination prepared for in 2 years after the baccalauréat.

15. ENI — "Ecoles nationales d'ingénieurs" They prepare for an engineering diploma in 4 years after an entrance examination after the baccalauréat.

16. DEUG — "Diplôme d'études universitaires générales" This certifies studies at the end of the 1st cycle of university (Bac + 2).

17. DEA — "Diplôme d'études approfondies" Diploma of the 3rd cycle. This certifies the 1st year of doctorate studies (Bac + 5).

18. DESS — "Diplôme d'études supérieures spécialisées" Vocational diploma of the 3rd cycle certifying highly specialized applied training on completion of one year of research (Bac + 5).

"Licence" — Diploma certifying the 1st year of the 2nd cycle of university (Bac + 3).

"Maîtrise" — Diploma certifying the 2nd year of the 2nd cycle of university (Bac + 4).

"Baccalauréat" — Examination at the end of secondary general, technical and vocational education.

"Brevet des collèges" — Examination at the end of the 1st cycle of secondary education.

1. RESPONSIBILITIES AND ADMINISTRATION

Education in France is governed by a number of general principles :

- secularity of education

- compulsory education until 16 years of age

- free education in public institutions throughout compulsory education.

Regardless of the public or private character of educational establishments, they are all governed by national legislation, and decrees and regulations issued by the Ministry of Education or its subordinate bodies.

The Minister of Education, assisted, since 1984, by two Secretaries of State (one responsible for universities and the other responsible for technical and technological education), is responsible for implementing the government's decisions regarding education.

The Central Administration of the Ministry of Education includes :

- bodies directly attached to the Minister's Cabinet (Cabinet Office - General Inspectorates - Financial Control - Information and Public Relations Office - Delegations with clearly defined areas of activity);

- pedagogical directorates

- common directorates and offices (general affairs, personnel, finance, informatics and statistics, buildings and equipment ...)

The task of the General Inspectorate, apart from actual inspection, is to give the Minister of Education information and advice and to carry out a permanent evaluation and animation of the education system. The General Inspectorate consists of :

- General inspectors of education
- General inspectors of administration
- General inspectors of libraries.

At regional level the Minister of Education is represented by 27 "Rectors", each Rector being the Head of an administrative unit or district called "Académie". Each "Académie" covers several (mostly 4 - 5) "départements".

For several years efforts have been made to decentralize the administration of education and give more autonomy to the "Académies" and local bodies. However, in order to maintain equality, the Ministry continues to define educational policy, teaching aims, curricula and levels of diplomas. It also continues to be responsible for the training and recruitment of teachers and the definition of their status. The recent laws of 7 January and 22 July 1983 extend decentralization and are leading to a redistribution of responsibilities between local authorities and the State.

"Academies" have their own permanent administration :the Rectorate, with a similar structure to the central administration, including an inspectorate, various regional advisory councils, regional representatives of trust institutions, information and advisory services, school health services ...

At "department" level, the Rector is represented by an "Academie" Inspector, director of the departmental education services. The "Academie" Inspectors are basically responsible for administration, financial problems, examinations and questions concerning certain categories of teaching staff.

The inspectorate under the authority of the Rector or "Academie" Inspector in liaison with the General Inspectors concerned are :

- Regional Pedagogic Inspectors
- Principal Inspectors of technical education and Inspectors of technical education
- Departmental Education Inspectors.

The Rectorate and "Académie" staff represent the "external services" of the Ministry of Education and it is in these services that the trend towards decentralization has been most evident - particularly with regard to the organization of the education system and the administration of certain teaching staff.

The Heads of the individual educational establishments are the final link in the chain of administrative and organizational responsibility. Their powers and responsibilities depend essentially on their legal and organizational status (primary or secondary sector).

Private educational institutions are under the authority of different religious orders, professional organizations and even individuals. In most cases these institutions receive considerable financial support from the State, including the payment of teachers' salaries - if they have signed a "contract" fixing certain rules concerned essentially with their qualifications and the approval of a basic curriculum.

2. PRE-SCHOOL EDUCATION

There is a long tradition of pre-school provision in France and this is in fact an important issue in French education. The percentage of French children in the age range from two to six attending pre-school institutions is higher than in any other European country - except Belgium; it varies between 32.3 % for the two year olds and 100 % for the 5 year olds. Attendance at pre-school establishments is optional and in public institutions (which represent 85 % of all institutions) free of charge. The remaining 15 % are generally denominational or institutions with a non-State (private) character, which receive State and/or Regional support, or financial contributions from the individual family.

In most cases pre-school education is given in nursery schools ("écoles maternelles") which have a separate status from the compulsory school system, although the overall responsibility for them still lies with the Ministry of Education.

Where a separate nursery school is not possible, there are infant classes attached to primary schools.

The children are generally divided into 3 sections according to their age *)

- the lower section for 2 to 4 year olds,

- the middle section for 4 to 5 year olds,

- the upper section for 5 to 6 year olds.

In the first two sections the child learns to relate to the outside world, to live in a group other than his / her family unit and to communicate through speech, and also through singing, drawing, gesture and movement.

The teaching methods used at this level are based mainly on games.

It is in the upper section that the transition to primary schooling takes place. Here the child is introduced progressively to reading, writing and arithmetic, while at the same time continuing to practise other physical, manual or artistic activities.

The teaching methods used are as varied as possible so as to maximize the development of each child's intellectual, emotional or manual abilities.

3. COMPULSORY EDUCATION

Compulsory schooling in France comprises ten years and involves French children from the age of six to 16.

3.1. Primary education

Compulsory schooling starts with a five-year phase of primary education offered by primary schools (écoles primaires). These primary schools are set up and maintained by the communes. The overall responsibility for them lies with the State, represented by the Minister of Education. The Minister of Education sets out the general educational aims, defines curricula, is responsible for the training of the teaching personnel and covers the main costs of the individual school's budget.

---

*) Other groupings may be used, to allow for greater diversity in teaching.

Education at primary level is free of charge.

The five-year phase is subdivided into three "cycles", the first one (preparatory cycle) covering one year, the second and third cycle (elementary and intermediate cycle respectively) lasting for two years each.

Throughout the five years of primary education there are 27 hours per week of classwork spread over 9 half days in accordance with the table below (decree of 23 April 1985).

Subject	Preparatory Course	Elementary Course EC 1 - EC 2	Intermediate Course
French	10 hours	9 hrs 8 hrs	8 hours
Mathematics	6 hours	6 hours	6 hours
Science and Technology	2 hours	2 hrs 3 hrs	3 hours
History and Geography	1 hour	2 hours	2 hours
Civics	1 hour	1 hour	1 hour
Artistic Education :			
- Music	1 hour	1 hour	1 hour
- Art	1 hour	1 hour	1 hour
Physical and sports Education	5 hours	5 hours	5 hours

The timetable may be divided over several weeks and according to the pace at which the children learn, as long as the overall timetable by subject is respected.

Teaching of the mother or minority language and culture, when it is provided for by international agreements, or of regional language and culture, may be included in the timetable as arranged by the "Academie" inspector after consulting the School Council.

The School Council, which consists of the elected Parents' Committee and the Teachers' Committee, and is chaired by the head of the school, is responsible for the day-to-day running of the school. A representative of the local authority and the departmental education inspector (IDEN) are also members of this Council.

The School Council is consulted on matters such as internal school regulations, supportive teaching for slow learners, communication between families and teachers, school transport, the care of children outside school hours, canteens, extra-curricular and after-school activities, and hygiene.

The terms of reference of School Councils have recently been extended to cover other sectors of educational activity.

Up until the 1984/1985 school year primary teachers qualified by following a three-year course in a teachers' training college (école normale). Since the beginning of the 1984/1985 school year the training of primary teachers has been organized by the universities in conjunction with the teachers' training colleges and now lasts four years.

In the 1983/1984 school year there were 4,406,280 pupils in public primary schools. The total number of teaching staff at primary level in the 1982/1983 school year was 172,360.

Another +- 13 % to cover pupils and teachers in the private sector could be added to these figures.

3.2. Secondary education

Pupils must attend some form of full-time secondary education for at least five years.

All pupils who have completed their primary education may continue their schooling in "collèges", which were created by the Act of 11 July 1975. However, the teacher may request that those pupils who

have not yet reached the required standard at the end of the intermediate cycle repeat the year. The parents may lodge an appeal against this decision with a regional commission.

Education in the "collèges" last for four years. The four years are divided into 2 cycles of 2 years :

- the observation cycle : 6th and 5th grades;
- the orientation cycle : 4th and 3rd grades.

All pupils study the same subjects during these four years with the following weekly timetable :

	Observation cycle (6th-5th gr.)	Orientation cycle (4th-3rd gr.)
French	5 hours	5 hours
Mathematics	3 hours	4 hours
Modern Language I	3 hours	3 hours
History, geography, economics, civics	3 hours	3 hours
Experimental sciences	3 hours	3 hours
Artistic subjects	2 hours	2 hours
Technical and manual subjects	2 hours	1 1/2 hours
Physical education and sport	3 hours	3 hours

In addition, since the beginning of the 1984/1985 school year some "collèges" have been progressively modernized (10 % of the "collèges" concerned).

The modernization concerns the curricula, the automatic introduction of technological education in the 5th and 6th grades replacing technical and manual subjects, and the installation of computer equipment (8,000 micro-computers in institutions of secondary education).

During the observation cycle, the school week is of 24 hours duration, to which can be added, for French, mathematics and modern language I :

- three hours of supportive teaching (one hour for each subject);
- further activities, encouraging study in greater depth, which generally take place in the school documentation and information centre.

During the orientation cycle, the school week is of 24 1/2 hours duration, to which must be added either 2 or 3 hours of study in one of the following subjects :

- Latin)
- Greek)
- Second modern language) 3 hours
- Technological subjects)
- Intensive study of first modern language 2 hours

If they wish, pupils may choose a second option from the above list. Supportive teaching is provided in French, mathematics and modern languages; it is included in the normal school timetable and is personalized to fit the needs of each pupil.

Extra teaching in the arts is also provided for students in the first cycle :

a) from the 6th to 3rd grade in music : choir and musical instrument practice;

b) for the 4th and 3rd grades, art workshops.

Pupils aged between 14 and 16 who wish to receive pre-vocational training after they have completed their 5th grade may do so either in "classes préprofessionnelles de niveau" (C.P.P.N. - prevocational level classes) or in "classes preparatoires à l'apprentissage" (C.P.A. - preparatory apprenticeship classes).

The aim of the pre-vocational level classes is to help children who are at least 14 years of age choose an occupation; this is achieved by informing them about several branches of professional activity and allowing them to test their aptitude for these.

The preparatory apprenticeship classes are for 14 and 15 year-olds who have already chosen an occupation. These pupils divide their time between the school and the company (or factory), where they do their occupational training.

Once a term the teacher's council (made up of all the teachers of a particular grade) meets to prepare each pupil's report and to make suggestions concerning his / her future course of study. The final form of the proposals that will be made for each pupil's future course of study is the responsibility of the class council. The class council is chaired by the Head Teacher or his / her representative and meets at the end of each school term. It consists of the class teachers, two parents' delegates, two pupils' delegates and possibly also the education counsellor, the guidance counsellor, the school medical officer, social worker and nurse.

When they reach the age of 14, pupils may take the examination for the "certificat d'études primaires et élémentaires" (C.E.P.E. - Primary and Elementary Studies Certificate).

Since 1981 the education they receive in the collèges has led to the "brevet des collèges" (College Diploma), which replaced the "brevet d'études du premier cycle" (B.E.P.C. - First Cycle Studies Diploma). This diploma is awarded at the end of the 3rd grade, either on continuous assessment of work done during the year in State schools and State approved private schools, or by examination, in the case of private schools, or when the child does not go to school.

In the 1984/1985 school year there were 2,643,800 pupils in 4,776 State collèges and 652,500 pupils in 1,888 private schools of the same type.

There is a minimum of 16 and a maximum of 30 pupils in each class in a collège. In 1983, the average number of pupils in a class was 24.09.

The average school leaving age (for those who have completed four years) from the "collèges" is about 15. To complete compulsory education they must still follow some course of full-time education for at least one year - either in a "Lycee" or a "Lycee d'Enseignement Professionnel" (L.E.P. - Vocational Training Lycee).

"Lycées d'Enseignement Professionnel"

The L.E.P. were set up under the Act of 11 July 1975 to replace the "collèges d'enseignement technique" (Technical Training Colleges). They provide two kinds of courses :

1. for pupils who have completed their 5th grade at a "collège" (i.e. 2 years) and who are at least 14 years of age, or who, coming from the "classes préprofessionnelles de niveau" (C.P.P.N.) or the "classes préparatoires à l'apprentissage" (C.P.A.), have three years to prepare for the "certificat d'aptitude professionnelle" (C.A.P.).

2. for pupils who have completed their third grade at a "collège" (i.e. 4 years) and who after two years will receive either a "brevet d'études professionnelles" (B.E.P. - Professional Studies Diploma) or a "certificat d'aptitude professionnelle" (C.A.P. - Professional Aptitude Certificate).

The curriculum of the L.E.P. provides for between 31 and 36 hours of classes per week, combining general education of both a practical and theoretical kind, with vocational and professional training courses in companies and factories.

The diplomas studied for in the L.E.P., the "certificat d'aptitude professionnelle", and the "brevet d'études professionnelles" both lead to skilled jobs. There is, however, an important qualitative difference between the two.

The C.A.P. diploma (level V) is more specialized than the B.E.P. and is awarded for skill in one particular trade. Having obtained their C.A.P., the best pupils may be allowed to enter the "seconde spéciale" (special second) class for three years of technological studies leading to the B.T. or even the B. Tn.

In 1984 there were 260 different national C.A.P.s, mostly in the industrial sector.

The B.E.P. diploma is awarded for professional skills not in a specific trade but for those required in one professional, industrial, commercial, administative or social sector.

Holders of the B.E.P. with the best results may be admitted to the "première d'adaption" (first grade adaption) class, where they spend two years preparing for a "baccalauréat de technicien" (B. Tn. - Technical Baccalauréat) or for a "brevet de technicien" (B.T. - Technical Diploma).

There are 62 B.E.P.s for the industrial sector and 7 for the service industries, making a total of 69 specializations in all.

In addition, two new types of baccalaureat are to be prepared

I. In the L.E.P.s :
   - vocational baccalaureats aimed at immediate entry to employment. This examination is intended for holders of a B.E.P. who, over two years, will specialize in a particular profession.

II. In the technological lycees :
   - a technological baccalaureat which will give a technical qualification in a broad technological area allowing the holder in particular to follow further studies in the short technological branches of the "Instituts Universitaires de Technologie" (University Institutes of Technology) and the "Sections de Techniciens Supérieurs" (Higher Technicians'

Sections), and even the preparatory classes of the "Grandes Ecoles d'Ingénieurs" (University-level Engineering Colleges).

In the 1984/1985 school year there were 614,700 pupils in 1,362 State L.E.P. and 137,100 pupils in 928 private schools of the same type.

"Lycées"

"Lycées" take pupils after four years at the "collège" and prepare them in three years (second, first and terminal grades) for one of the following examinations :

- "baccalauréat de l'enseignement du second degré" (secondary education baccalautéat);
- "baccalauréat de technicien" (B. Tn. - technical baccalauréat);
- "brevet de technicien" (B.T. - technical diploma).

However, pupils wishing to leave school would only have to complete second grade to fulfil their compulsory school obligations.

When they enter the "lycée", pupils have a choice between two types of second grade : the "seconde de détermination" and the "seconde spécifique".

In the former some of the subjects are compulsory for all pupils, but in other subject groups there is an element of choice.

Compulsory subjects

French	5 hours
History and Geography	4 hours
Modern Language I	3 hours
Mathematics	4 hours
Physical Sciences	3 ½ hours
Natural Sciences	2 hours
Physical Education	2 hours

Compulsory options

Pupils must also choose an option in one of the two groups covering specialized technology subjects (11 hours per week) or classical and general subjects (3 to 5 hours per week) completed by an introductory course in economics and society (2 hours per week).

Options

In addition pupils have the possibility to study, if they wish, one or two optional subjects

- from the compulsory options of the second group. However, they cannot choose the option already taken for compulsory education

- from the following options :

Modern language III	3 hours
Artistic education (art or music)	2 hours
Preparation for social and family life	1 hour
Typing (only for those pupils who have not chosen management as an option)	2 hours
Manual and technical education	2 hours

In the latter there are specialized courses for pupils who have chosen either to combine their general course leading to a "baccalauréat de technicien" with the advanced study of an artistic subject (music or dance), or to prepare for a "brevet de technicien" in certain, special subjects.

The courses given in the first and terminal grades are markedly different depending on which series of "baccalauréat" is chosen. There are 7 series in the first grade and 8 in the terminal grade, and they are designated according to their characteristics.

CHARACTERISTICS	1st GRADE	TERMINAL GRADE
Literary education	Series A	
Scientific education	Series S	Series C (maths + physical sciences) Series D (maths + natural sciences)
	Series E	
Economic, social and management education	Series B Series G Series H Series F	
Technological and industrial education	Series F	
Artistic education : Music and art	Series F	

Series F : 12 options covering a wide range of industrial, medico-social, musical and artistic activities.
Series G : 3 options relating to the economics sector.
Series H : 1 option (data-processing technology).

Some "baccalauréat" examinations are compulsory, others are optional.

The "baccalauréat" does not prepare students directly for their professionnal careers, but attests a good level of general education. It enables them to continue their studies either at university, the "Ecoles" or "Instituts superieurs" in universities or the "Grandes Ecoles".

The B.Tn. is composed of written, oral and practical examinations.

The B.Tn. is awarded both for general knowledge and vocational training. It leads either to higher education in the above-mentioned institutions, or directly to a technical career.

The B.T. consists of written, oral and practical examinations in both general and vocational subjects.

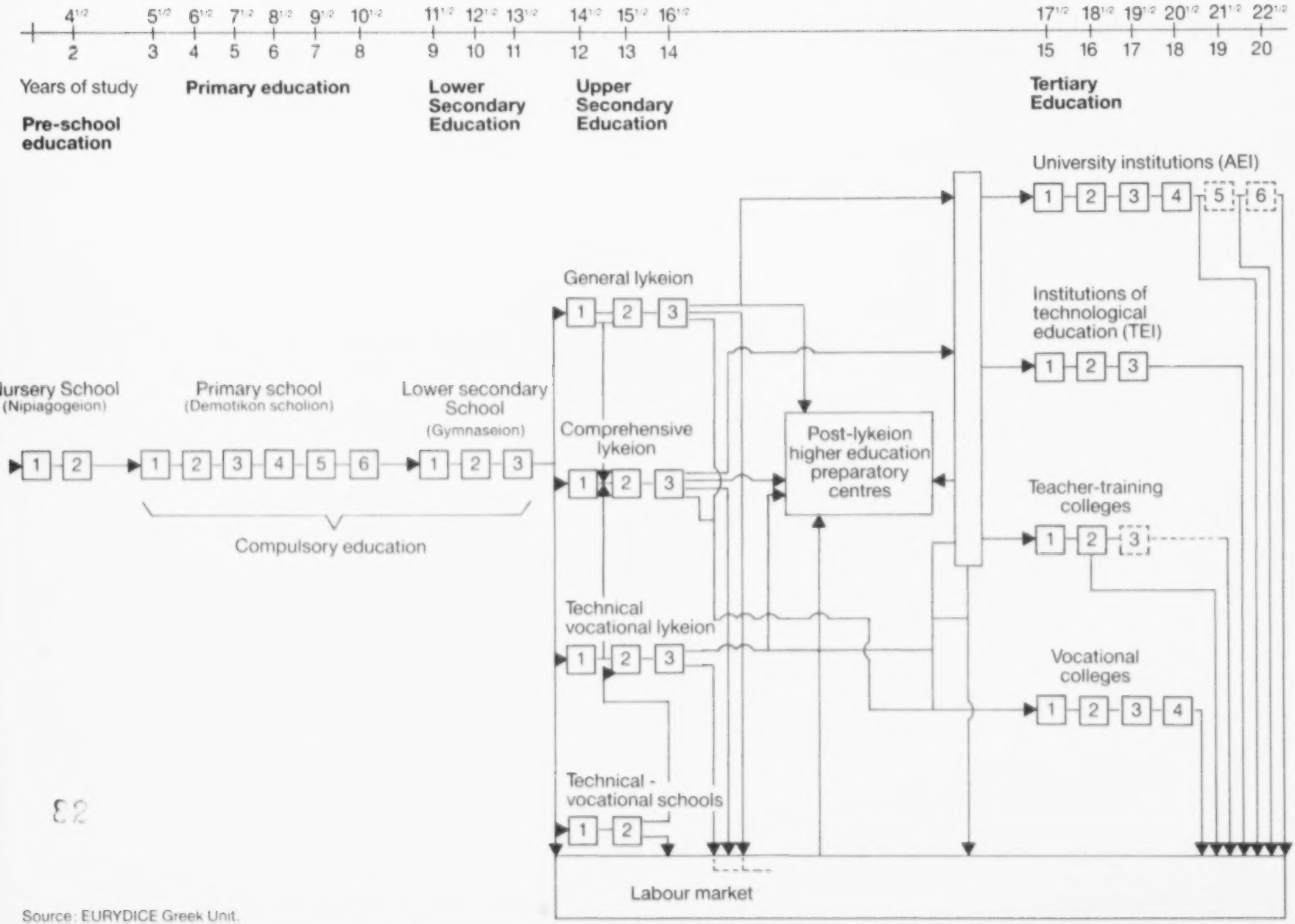
Whatever the branch of study chosen, it is a final qualification, its aim being essentially vocational. Holders of the B.T. can also pursue their education in the "techniciens supérieurs" sections of "lycées" or, in certain cases, in "instituts universitaires de technologie" (I.U.T. - University Institutes of Technology) to prepare for the "diplôme universitaire de technologie" (D.U.T. - University Technical Diploma).

In the 1984/1985 school year, there were 920,900 pupils in 1,134 State "lycées" and 338,100 pupils in 1,175 private schools of the same type.

++++++++++++++++++++

GREECE

STRUCTURE OF THE EDUCATION SYSTEM IN GREECE


4½ 5½ 6½ 7½ 8½ 9½ 10½ 11½ 12½ 13½ 14½ 15½ 16½ 17½ 18½ 19½ 20½ 21½ 22½
2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
Years of study
Pre-school education
Primary education
Lower Secondary Education
Upper Secondary Education
Tertiary Education
Nursery School (Nipiagogeion)
Primary school (Demotikon scholion)
Lower secondary School (Gymnaseion)
Compulsory education
General lykeion
Comprehensive lykeion
Technical vocational lykeion
Technical - vocational schools
Post-lykeion higher education preparatory centres
University institutions (AEI)
Institutions of technological education (TEI)
Teacher-training colleges
Vocational colleges
Labour market

Source: EURYDICE Greek Unit.

1. RESPONSIBILITIES AND ADMINISTRATION

Greek education is at present going through a process of profound restructuring and reform, affecting almost all parts and sectors of the education system. Although some of these reform measures and proposals have considerable impact on educational administration and government, it is still true that the Greek educational system is a rather centralized one. It is governed by national laws, voted on by Parliament and by executive acts (like decrees and ministerial decisions) affecting the organization of educational institutions, the content of teaching, the timetable of schools, organization of national examinations etc.

Laws and executive acts apply similarly for the public sector and for private institutions.

The private element is, however, of limited importance in today's Greek education, since quite a number of institutions which were run by private bodies (such as foundations) have been taken over by the State in recent years.

The "National Ministry of Education and Religions" represents the top of the administrative and supervisory structures of Greek education. It carries responsibility for the implementation of all laws, decrees and directives.

In each prefecture ("nomos") there are directorates of primary, secondary general and technical and vocational education, with offices for primary, secondary general and technical and vocational education in prefectoral districts with a large number of schools, such as Eastern Attiki, Piraeus and Thessaloniki. According to law 1304/82 the administration and operational control of educational institutions lies with the senior staff of the education directorates or offices. Teachers and administrative employees come under the control of these parties.

The administration of Greek education is divided as follows : 54 directorates and 162 offices for primary education, 54 directorates and 18 offices for general secondary education, 5 directorates and 49 offices

for technical and vocational secondary education. The directorates of primary, general secondary and technical and vocational secondary education are situated in the capital of the prefectures or prefectoral districts, while the respective offices are situated in the area of the capital of the prefectures or prefectoral districts or in other cities or towns.

Responsibility for issuing guidance on teaching matters rests with the Schools Adviser whose duty it is to assess the performance of teachers and to arrange for their further training as well as to encourage educational research. With law 1304/82 all inspectors were replaced by schools advisers. Each adviser is in charge of all the institutions in the same educational district.

Both state and private schools are subject to inspection.

The Ministry is advised on curriculum matters by the Centre for Educational Studies and In-Service Training (KEME). The following bodies are responsible for the implementation of the detailed programmes in both State and private schools : the Department for Application of Programmes of Primary and Pre-School Education, the Department for Application of Programmes of Secondary Education and the Department for Application of Programmes and Studies of Technical and Vocational Education - all within the Ministry.

Institutions of further and higher education are self-governed public bodies subject to public law and financed and supervised by the Ministry.

According to law 1404/83 two bodies are to be established to advise the Ministry on matters concerning Institutions of Technical Education (TEI) - the Council for Technical Education (STE) and the Institute for Technical Education (ITE) -, and according to law 1268/82 the National Council for University-Level Education (ESAP) was established in April 1983 to make recommendations to the Ministry on university matters.

2. PRE-SCHOOL EDUCATION

Nursery education lasts for two years and is optional. The enrolment of infants is subject to their reaching the age of three and a half by 1 October of the first year of attendance. Because there are insufficient nursery schools to cover demand, entrance is often decided by drawing lots.

Pre-school establishments are open five days a week and infants attend daily for three and a half hours.

In schools with many children of different ages there are separate classes divided by age, while in schools with few children of different ages, all the children are in the same class. Many nursery schools operate on the premises of primary schools.

No particular teaching methods are used. The aim is to prepare the children for the school and social environment, rather than to teach them to read and write. The main activities, therefore, are play and other child-related creative and social activities.

The nursery schools operate on a single-teacher or two-teacher basis with approximately 20 infants per teacher. At present, nursery teachers are graduates of the 2-year nursery teaching schools, although 4-year courses are being established in various universities.

In the 1984/1985 school year there were 148,479 pupils at 5,059 State nursery schools and 8,826 pupils at 195 private nursery schools, with 6,878 and 363 teachers respectively. The average teacher-pupil ratio was 1 : 22.

3. COMPULSORY EDUCATION

Compulsory schooling in Greece covers a period of nine years, six years in primary school (Demotikon scholion) and three in secondary.

3.1. Primary education

Greek children start compulsory education in a primary school in the year in which they reach the age of five and a half, not later than 1 October.

Primary schools can be either State schools or private institutions. In State schools education is provided free of charge. Books are also provided free. State Primary schools can be found throughout the country even in remote rural areas under the condition that a minimum of 15 pupils are enrolled. In villages and on islands it may very well be that a primary school has only one teaching post. In general terms schools are officially categorized on the basis of their staff complement (an average of 30 pupils per teacher). The biggest Greek primary schools employ 15 teachers.

The amount of weekly teaching varies between 23 and 25 lessons - 23 in the first two years and 25 in the following. Greek primary schools operate a 5-day week.

Curricula and syllabi for primary schools are issued by the Ministry of Education and apply to both State and private schools.

The main subjects taught in primary schools are religion, Greek language, history, mathematics, geography, handicrafts, music, physical education and citizenship training.

Children normally progress upwards through the classes automatically. Only when a pupil has for some serious reason missed more than half of the teaching year is he or she compelled to sit a progress examination.

In addition to the ordinary primary schools there are a limited number of primary schools operated by the teacher training colleges or attached to universities. These primary schools have the task of testing out new pedagogical methods or ideas and help facilitate the practical and in-service training of teachers.

In the 1984/1985 school year there were 850,673 pupils at 8,891 state primary schools and 53,753 pupils at 338 private primary schools, with 34,125 and 1,968 teachers respectively. The average teacher-pupil ratio was 1 : 25.

3.2. Lower secondary education

The final 3 years (covering the age range 12 to 15 years) of compulsory schooling take place at "gymnasia". Pupils who have completed the normal 6 years of primary education are admitted automatically to the "gymnasia" without examination.

Again, schools can be either State or private institutions. All pupils throughout the country follow a common course of tuition, and apart from foreign language textbooks, all books in State schools are provided free (one book per subject).

There are 30 hours of tuition per week. The teaching year is divided into three periods of three months each.

The main compulsory subjects are ancient Greek, modern Greek, mathematics and a foreign language (usually English or French). Religion, history, physical education, music and geography are also taught throughout the 3 years, although the latter only in the first three months of each year. Crafts is taught in the 1st and 2nd years, physics and chemistry are taught in the 2nd and 3rd years, biology is taught in the 1st and 3rd years, anthropology is taught in the 2nd year and citizenship is taught in the 3rd year. In addition, one hour per week is set aside in the first three months of the 1st and 3rd year for school vocational guidance.

Every three months all pupils are assessed by means of oral and written tests, the latter lasting one hour per subject.

Progression from class to class is dependent on the marks gained in each subject for each of the three-month periods. Final decisions on the progression of pupils from class to class, and on their ultimate graduation if they have completed three years, are taken by the teachers in a school acting as a single body. Pupils must attain a mark of at least 10 (the maximum mark is 20), in each subject. However, a pupil may be allowed to progress to the next class if, despite having a mark of less than 10 in up to four subjects, he or she has an overall mark in all subjects of 13 or above.

There are no special end-of-year written examinations for each class.

The certificates awarded by private lower secondary schools rank equally with those of the State-run "gymnasia", without any special procedure having to be followed.

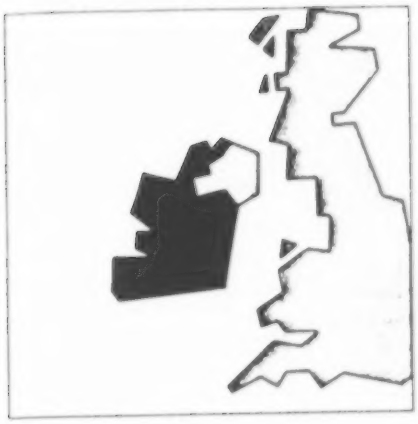
Teachers are university graduates.

In the 1984/1985 school year there were 418,941 pupils at 1,549 State lower secondary schools,and 14,169 pupils at 92 private schools, with 20,496 and 1,151 teachers respectively. The average teacher-pupil ratio was 1 : 20.

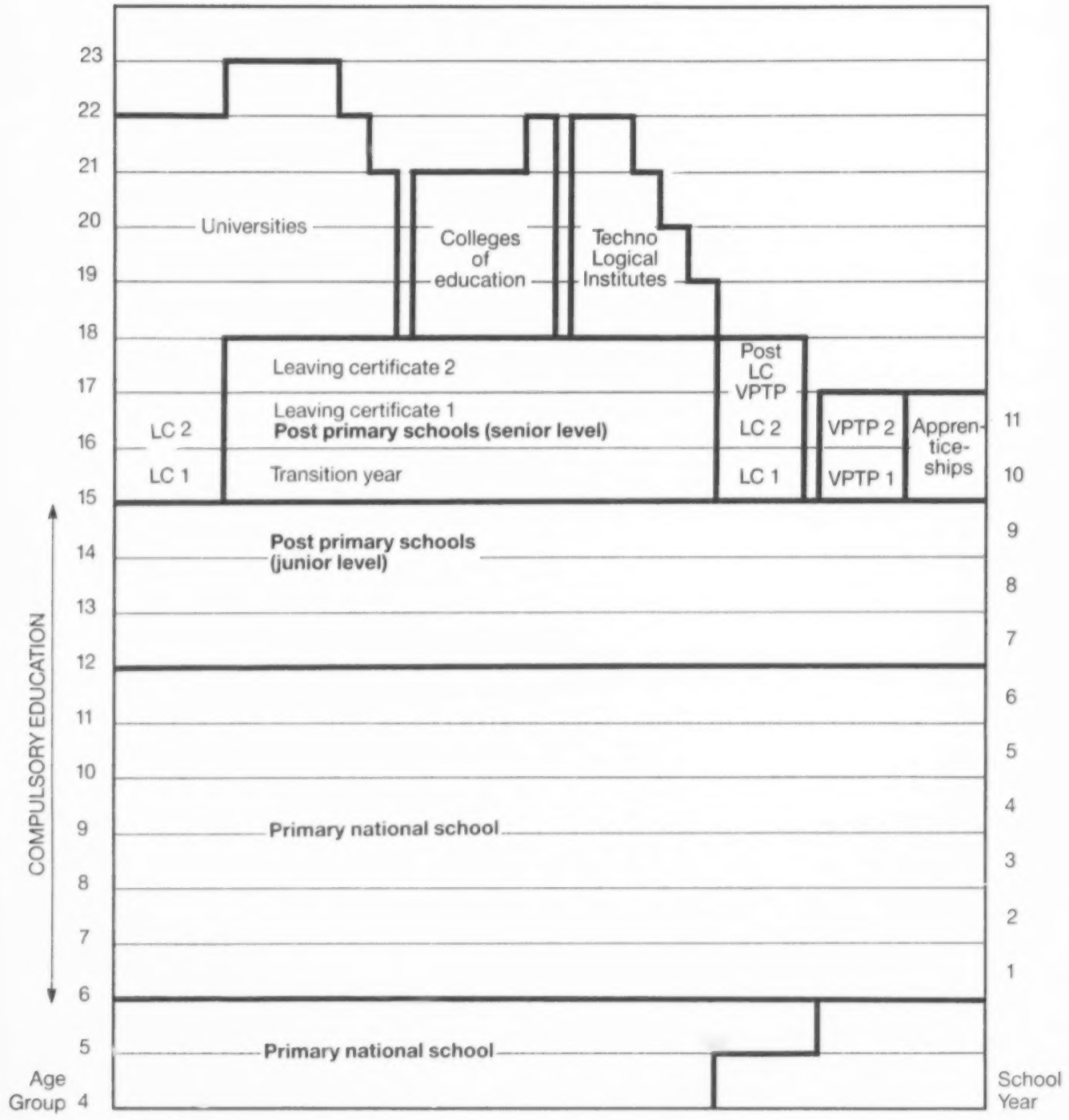
On completion of compulsory schooling, holders of the "gymnasium" leaving certificate have automatic right of admission, without examination, to any of the four kinds of "lykeion" : general, classical, technical / vocational and comprehensive ("polikladiko") - certain of the latter started to operate at the beginning of the 1984/1985 school year. Alternatively, they could attend one of the new type technical and vocational schools, or one of the privately-run specialized vocational schools.

++++++++++++++++++++

IRELAND



STRUCTURE OF THE EDUCATION SYSTEM IN IRELAND



Notes

- From September 1986 pupils may spend up to three years in Senior level post primary schools.
- L.C. = Leaving Certificate 2 year programme.
- V.P.T.P. = Vocational Preparation and Training Programme.

Source: EURYDICE Irish Unit.

1. RESPONSIBILITIES AND ADMINISTRATION

The overall responsibility for education in Ireland lies with the Minister of Education who is a member of the Irish Government and responsible to the National Parliament.

The internal structure of the Minister's Department corresponds roughly to the structures of the educational system (primary, secondary, university and other higher education institutions, special education etc.).

The role of the Department of Education has to be seen against the background of historical developments and constitutional provisions. In the Constitution of 1937 the State acknowledges that the family is the first and natural educator of the child and that parents are free to choose whether they want to educate their children at home, in private schools or in schools recognized or established by the State. The State's constitutional duty is to provide for free primary education and to supplement and aid private and corporate initiatives when the public good requires it.

The historical background to these constitutional provisions is that in the 19th century and earlier British authorities encouraged the development of a school system based on voluntary local initiatives and under local control and management. The State did not undertake to provide schools but would aid their provision in response to local initiatives. These local initiatives were mostly taken by the church and religious denominations, with the schools catering almost exclusively for children of that given denomination.

Primary or national schools are local schools under local patronage and control. The Patron is the person or body applying for grant aid from the State for the establishment of the school and is usually the Bishop of the particular religious denomination concerned. Up to 1975 each school was managed by an individual manager nominated by the Patron, usually a clergyman. In 1975 Boards of Management representative of the Patron, the

parents and teachers were established. These are responsible for the day to day operation and maintenance of the school and the appointment of teachers (subject to approval by the Minister of Education).

There are four types of post-primary schools - secondary schools, vocational schools, comprehensive schools and community schools.

Secondary schools are privately owned and managed institutions, the majority conducted by religious communities, the remainder by Boards of Governors or by individuals. They have to be recognized by the Department of Education and are subject to its regulations.

Vocational schools are administered by vocational education committees. These committees consist of fourteen members elected by the local authority of the administrative area. A minimum of five and a maximum of eight must be members of the local authority Council. The rest should have an interest and experience in education or be representative of bodies interested in manufactures or trades in the area.

Comprehensive and community schools are administered by Boards of Management. Comprehensive schools are managed by Boards, the members of which represent the diocesan religious authority, the vocational education committee of the area and the Minister of Education. Community schools are managed by Boards of Management representative of local interests - the local vocational education committee, the religious communities, the parents and the teachers.

The primary education system is predominantly a State-aided one, with the State providing the vast proportion of finance for capital and current expenditure although most of the schools are not State owned. There are a small number of private primary schools catering for less than 4 % of first level pupils. These private schools receive no State aid and are not bound by the regulations of the Department of Education.

Until 1967 tuition fees were payable in secondary schools, but in 1967 the system was revolutionized when a scheme of free education was introduced - the scheme sought to ensure equality of educational opportunity at

second level for all young people, regardless of their family circumstances. At present about 95 % of the secondary schools participate in the scheme.

Secondary schools, although privately managed receive considerable financial assistance from the Department of Education - payment, almost in full, of teachers' salaries and allowances; capitation grants for each eligible pupil; payment of grants in lieu of tuition fees to schools participating in the free education scheme.

About 93 % of the total cost of vocational education is provided by the Department of Education.

Comprehensive and community schools are financed entirely by the State through the Department of Education.

The Department's policy influence is, however, not restricted to the awarding of funds. It has central control over the education system by

- prescribing a common programme of instruction for all schools,

- prescribing the qualifications of the teachers,

- assessing teacher performance by an inspectorate system,

- prescribing the general rules for the operation of the schools

- planning school accommodation.

All schools are subject to inspection by the Department's Inspectorate. The Inspectorate is headed by the chief inspector, one deputy chief inspector (primary), and two deputy chief inspectors (post-primary).

The inspectors are the main liaison personnel between the schools and the Department of Education. Their duties are many and varied and include inspection and evaluation of teachers; counselling and demonstrating; planning of curricula and administration of tests and examinations; participation in in-service courses for teachers; liaising with teacher training colleges; interviewing teachers for some posts and generally

acting as information officers on behalf of the Department of Education. At senior level, inspectors assist in formulation of policy and may advise the Minister.

In addition, in January 1984 a national advisory board for curriculum and examinations was established - the Curriculum and Examinations Board. This is an ad hoc body which is to become statutory by 1987 and it has been given the task of carrying out a fundamental review of the curricula in both primary and post-primary education and of examining the need for reform in examinations and assessment procedures.

In the higher education sector the pattern is very much the same : the State covers a considerable part of the budgets of universities and other higher education institutions *) and reserves itself the right to participate in the permanent planning and budgetary management of higher education.

The Higher Education Authority, a body corporate with statutory status under the Higher Education Authority Act of 1971, has the duty to advise the Minister in relation to the provision to be made for higher education. The universities and national institutes for higher education are funded through the Authority, while the other institutions mentioned above are financed through vocational education committees.

The HEA comprises a chairman and a maximum number of 18 members, appointed by the Government on the recommendation of the Minister of Education. At least seven are academic members and at least seven are other than academic members.

2. PRE-SCHOOL EDUCATION

There is no national system of pre-schools or nurseries in Ireland. However, national-primary schools may accept pupils on or after their fourth birthday. Although the statutory age for national school entry is 6 years, in 1984 approximately 70 % of 4-year olds and almost 100 % of 5-

---

*) As in other EC Member States universities and other higher education institutions in Ireland are autonomous (self-governing) institutions.

year olds were in full-time attendance at school. Education in national primary schools is free and the schools are recognized under the rules of the Department of Education.

The programme of instruction followed during the two years of pre-compulsory schooling is part of an integrated programme extending over the eight years of primary schooling.

The pre-school educational services which do exist have developed mainly on a voluntary basis. Although State aid is provided to some of these voluntary groups (mainly for deprived children) via eight regional health boards, it is parents who usually pay the full fees.

In addition, numerous pre-school playgroups have been established to cater for children aged 3 - 5 years. These groups provide for the development of the child through play.

There are no regulations at present governing the setting up of day care services for children and their standards. However, a new Children Bill is being drafted in the Department of Health and it is envisaged that the Bill will provide for the registration and supervision of day care services, including pre-school educational services, by the regional health boards.

3. COMPULSORY EDUCATION

The Irish School Attendance Act of 1926 and amendments thereto says that school attendance is compulsory for children between the ages of six and fifteen years, nine years in all. Since children may enter primary school at the age of four (the number of children doing so is increasing) it may be said that the average age for starting compulsory schooling is five years. The majority of pupils transfer to second-level schools at about 12 years of age.

3.1. Primary education

Primary education in Ireland covers a period of eight years. As mentioned above, primary or "national" schools are not State schools - but they are State-aided. They are mostly denominational schools under the patronage of religious authorities. In recent years

representations have been made by voluntary groups of parents for the establishment of national schools on a multi-denominational basis and three such schools have been established. Attendance at State-aided primary schools is free of charge. Schools charging fees are not entitled to receive State support.

The present primary school curriculum, which came into force in 1971 is child centered rather than subject centered and allows for flexibility in timetabling and teaching methods. The main components taught are the Irish language, English language, mathematics, social and environmental studies, art and craft, music, physical education and religious instruction.

The minimum hours of daily teaching is centrally laid down but it is left to the discretion of the Boards of the individual schools to decide on the hours of starting and finishing classes, lunch periods etc.

There is no more formal examination at the end of the primary education cycle. Primary school teachers in Ireland carry out their own assessment of pupils performance, either through standardized tests or their own tests based on areas of the curriculum.

The number of national primary schools in Ireland is around 3,400, catering for some 575,000 pupils. The total number of primary school teachers is around 20,700. The national pupil teacher ratio is approximately 27.2 to 1.

3.2. Lower secondary education

The last three years of compulsory education (12 to 15 year olds) usually takes place in the junior cycle of one of the few main types of post-primary schools : Secondary, Vocational, Comprehensive and Community. A minor amount of second-level education is also provided in other institutions.

Education is free of charge in the latter three types of schools and also in those Secondary schools participating in the scheme of free education mentioned above. The remaining Secondary schools charge fees.

The Secondary School (sometimes referred to as Voluntary Secondary School) is the largest category, comprising approximately two thirds of all post primary schools. A small proportion of these schools cater for boarders. Traditionally these schools provided an academic (or grammar school) type of education. In recent years, however, they have tended towards the provision of some technical and practical subjects in their education programmes.

Initially, the main thrust of the Vocational Schools was in the inculcation of manual skills and the preparation of young people for trades. Nowadays, however, the full range of second-level courses is available in these schools.

Comprehensive Schools were first established in 1966 in areas where existing second-level provision was inadequate or non-existent. They combine academic and vocational subjects in a wide curriculum. It was intended also that they would have an experimental function.

Community Schools are similar in many ways to comprehensive schools but differ in management structure. The first such schools were established in 1972/1973. As in the comprehensive schools, these schools provide a broad curriculum embracing both practical and academic subjects for all the children of their areas in the second-level age range.

Many Community Schools had their origins in the amalgamation of secondary and vocational schools due for replacement or renovation. They are also seen as meeting a demand in newly developed urban areas, formerly supplied through separate secondary and vocational schools. Apart from the provision of comprehensive facilities to cater for the varying aptitudes and abilities of all children

irrespective of family means, it was envisaged that these schools would achieve the optimum utilization of teachers, buildings and equipment as well as being the focal point for community activities.

The vast majority of all schools operate 5 days a week, although a number of Secondary and Vocational Schools remain open 6 days a week. Most schools provide instruction for 6 hours each day, classes lasting approximately 40 minutes each.

All schools offer a comprehensive curriculum to a greater or lesser degree and all run the certificate courses laid down by the Department of Education and enter their pupils for the same national examinations.

Pupils follow either a two-year course leading to the Day Vocational Certificate or a three-year junior post-primary course leading to the Intermediate Certificate.

The Day Vocational Certificate is generally known as the Group Certificate and is taken by all Vocational Schools and a number of Secondary Schools.

There are 26 subjects on the curriculum, both academic and practical. There are 5 groups of subjects : Commerce (2), Home Economics, Manual Training and Rural Science. A pupil must sit for examination in each of the subjects in at least one of the groups. He generally takes a number of other subjects. The Group Certificate offers a wider practical range of subjects than the Intermediate Certificate. Some schools offer both the Group and the Intermediate examinations, pupils sitting the Group after 2 years and the Intermediate after 3.

The Group Certificate course is so structured that pupils may, after one further year's study, enter for the Intermediate Certificate Examination.

The approved course for Junior Pupils must include the following subjects : Irish, English, mathematics, history and geography, civics and not less than 2 other subjects from an approved list of 26 examination subjects.

The Intermediate Certificate examination is taken by nearly all post-primary schools. The curriculum must include instruction in a syllabus approved by the Minister for Education in the following subjects :
Irish, English, history and geography, mathematics, science; or a language (other than Irish or English); or commerce; or a subject of the Business Studies group. Civics, physical education and singing should also form part of the curriculum.

Pupils usually take up to 7 subjects for the Group Certificate and up to 10 for the Intermediate Certificate.

Examination papers are organized by the Department of Education. The actual marking of candidates is done by teachers, under the supervision of assisting advisory examiners, who are in turn directed by the Chief Examiner who is always a Departmental Inspector.

In the 1984/1985 school year there were 507 Secondary Schools, 248 Vocational Schools, 43 Community Schools and 15 Comprehensive Schools with 134,677, 50,677, 19,554 and 5,639 pupils in the junior cycle respectively.

A pupil-teacher ratio is applied in all schools. In Secondary Schools the present ratio is 20 to 1, in Comprehensive and Community Schools on a band of 18 - 20 to 1 and in Vocational Schools on a band of 17 - 19 to 1.

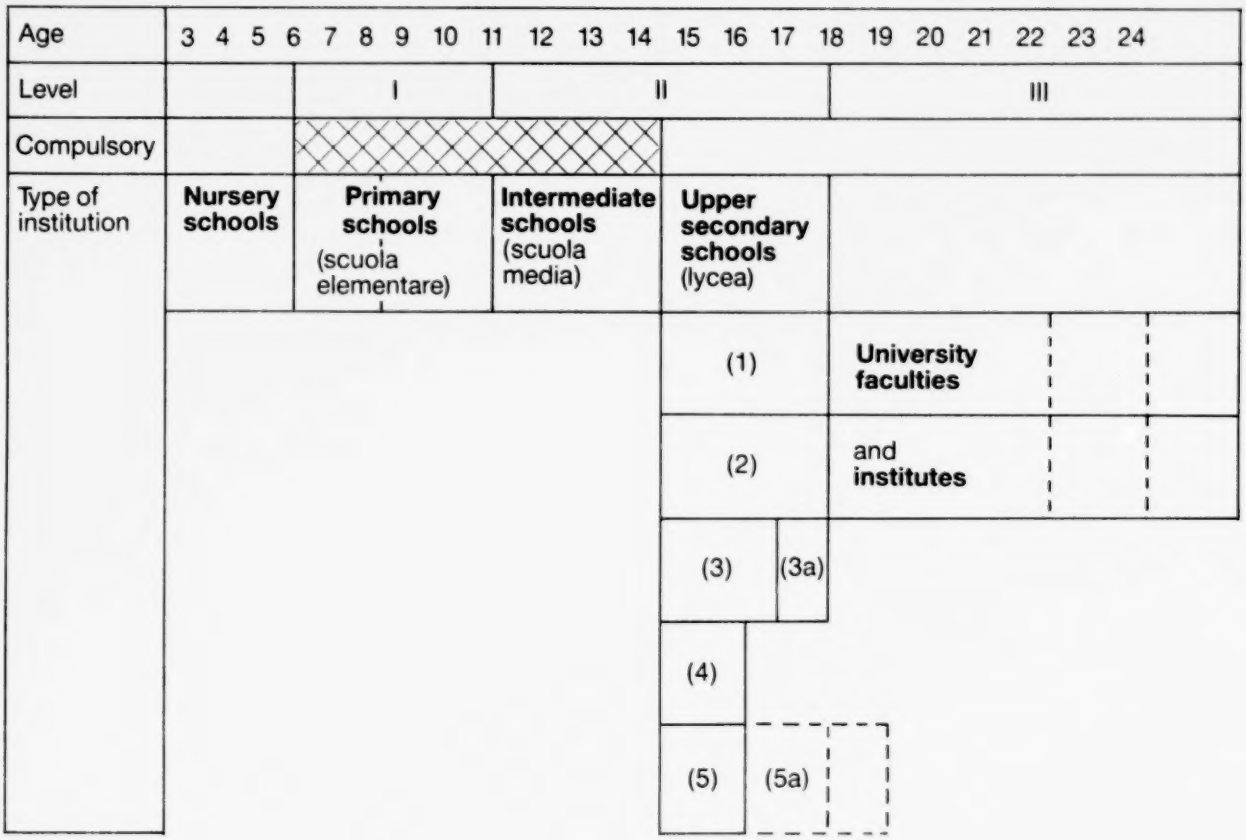
At the end of compulsory schooling, pupils may follow a further two-year course at a post-primary school leading to the Leaving Certificate Examination. However, a significant percentage of pupils leave full-time education at the end of the junior cycle. About 15,000 of the 60,000 or so sitting the Intermediate Certificate Examiniation leave school after it.

For those young people who have completed compulsory education and have not taken up an apprenticeship or found employment, a vocational preparation and training programme incorporating the former pre-employment courses was introduced in 1984/1985. This programme combines vocational studies and work experience and is provided in some 380 Secondary, Vocational, Comprehensive and Community Schools.

++++++++++++++++++++

ITALY

STRUCTURE OF THE EDUCATION SYSTEM IN ITALY



(1) Lycea (a) classical
(b) scientific
(c) technical
(d) linguistic
(2) Technical schools
(3) Artistic lycea and primary teacher training schools (instituto magistrale)
(3a) 1-year university induction course
(4) Nursery teacher training schools (scuola magistrale)
(5) Vocational schools
(5a) 2- or 3-year integrated course leading to the upper secondary school leaving certificate (maturita).

Source: EURYDICE Italian Unit

1. RESPONSIBILITIES AND ADMINISTRATION

In Italy all primary, secondary and tertiary formal education is centrally administered by the Ministry of Public Instruction (MPI).

This does not mean that Italian education comes 100 % under State responsibility : alongside the network of State schools there is an important network of non-State public schools (e.g. run by cities and communes) and of private schools. In the 1983/1984 school year the percentage of pupils enrolled in private schools was 7.7 % at primary level, 4.6 % at lower secondary and 10.9 % at upper secondary level.

All schools, be they State, non-State public or private ones must conform to national laws as well as to decrees and regulations issued by the MPI.

Non-State and private schools following the programmes of study laid down by the State and offering sufficient educational safeguards may be granted State recognition with all the consequences this has for the legal status of students, the validation of courses of study etc.

Within the MPI, the Minister is assisted by some under-secretaries. They do not have their own attributions, as their functions are delegated by the Minister himself. They act for the Minister when he is absent or engaged.

While awaiting the foreseen reform of public administration, the main organizational units at ministerial level are 9 General Directorates, responsible for primary education; secondary education (I grade); classic, scientific and primary teachers ("magistrale") education; technical education; vocational education; university education; cultural exchange; personnel, administration, buildings and equipment.

Special sectors like physical and sports education, arts education and pensions are under the control of three inspectorates. Pre-primary education is entrusted to a special office, the Pre-primary school service.

Another important unit at Ministerial level is the "Planning and Study Office" ("Ufficio Studi e Proggramazione"). It is the national coordinating unit for research initiatives, in-service teacher training and experimentation.

The Minister of Public Instruction is not only the Head of the central educational administration, he is also President of the National Council for Public Instruction, the highest consultative body for all educational matters below tertiary level*). The Council is an elected body of 71 members elected for five years. Three quarters of its members are teachers, elected nationally by school headmasters, teachers, non-teaching staff and educational administrators.

The Council's task is to assess school activities and services and to formulate teaching programmes. The Minister for Public Instruction must submit all proposals for legislation and administrative measures of major importance to the Council for its opinion.

In practical terms the MPI's central power is executed by ministerial delegations and branches at regional and provincial level. For each of the 20 Italian regions there is a regional superintendent, appointed by the Ministry. The superintendent's powers are :

- organization and administration of the teachers' competitions for posts in secondary schools ("concorsi");

- coordination between central administration and policies and regional and local ones.

On the whole it could be said that the influence of the centre on regional powers continues to be quite strong. There is, however, a tendency to increase the influence of regional authorities particularly with regard to the determination of regional priorities in educational provision.

---

*) For the tertiary sector there is a separate university council, composed and operating on similar lines.

At provincial level the Ministry operates through the offices of the Provincial Directors of Education which are somewhat like local branches of the central administration.

The importance of the Provincial Directors of Education and their offices is considerable. Their main task is to ensure the enforcement of laws and regulations applicable to educational institutions at primary and secondary level - be they private or public. Principals and teachers of primary and secondary schools are directly responsible to the Provincial Directors of Education who also carry responsibility for the supervision of adult education.

The Provincial Directors of Education are assisted through mandatory but non-binding consultations with Provincial School Councils on which representatives of the teachers, parents and provincial and local authorities sit to discuss and approve the schooling provisions in the respective province.

In 1974 a new law required the Regional Government to plan school districts which enjoy administrative autonomy and can raise funds for this purpose. A district will consist of rural and urban zones sharing common social and economic features.

2. PRE-SCHOOL EDUCATION

The development of pre-school education in Italy has been largely influenced by the 1968 legislation setting up the present system of State nursery schools for children in the age range from 3 to 5 years.

These State nursery schools cater for more than 40 % of the relevant school population. The rest are covered by municipal public nursery schools, lay private institutions and religious private institutions.

Attendance at any of the pre-school establishments is voluntary for children between three and five years of age. Private establishments usually charge fees; public establishments do not. The above-mentioned law of 1968 explicitly states that pre-school education should not involve 'proper' teaching. The aim of nursery education is to help children during

the process of personal development and to prepare them to enter compulsory education. It is also expected to supplement the parents' own educational effort to prevent social imbalance and maladjustment.

In practice the same rules apply for all establishments irrespective of whether they belong to the public or private sector.

Since the 1968 legislation was adopted particular efforts have been made to expand pre-school provisions in parts of the country with specific needs.

These efforts helped to increase the attendance rate considerably.

On the average, 82.7 % (1982 figures) of all Italian children above the age of three and below the age of entry into compulsory primary school go to pre-school classes.

The overall responsibility for pre-school establishments lies with the Ministry of Public Institution, although the actual administration of nursery schools is entrusted to local educational authorities.

3. COMPULSORY EDUCATION

In Italy compulsory schooling now begins at the age of six and continues until the age of fourteen, including 5 years of primary education and 3 years of lower secondary education. A proposal has been made by the Government to extend compulsory education from eight to ten years, that is, until sixteen years old.

Compulsory schooling is governed by national laws and regulations which apply throughout the country to both public and private institutions. Compulsory schooling in public institutions is free of charge.

3.1. Primary education

Italian children spend the first five years of compulsory education in elementary schools ("scuola elementare"). This five-year period is divided into two stages, one of two and one of three years with formal testing at the end.

The primary-school certificate gives access to secondary education.

Primary education in Italy is provided in both public and private schools. The number of private schools is, however, very small. The educational aims and curricula of primary schools are defined and set out on a national basis.

The curricula have remained largely standard during the first two years (teaching of reading, writing and counting) and are progressively differentiated during the following three years. This differentiation allows for the teaching and learning of subjects like religious instruction, civil education, history, geography, arithmetic, Italian language, drawing, singing, handicraft and physical education.

New programmes, recently approved by the Parliament, will come into force in the 1986- 1987 school year.

Although it is possible to say that no major impressive reform has taken place in Italian primary education for years, it is to be noted that the system of pupil evaluation has changed significantly.

To move up to the next class, pupils are no longer selected on the basis of average marks. Proficiency and motivation are assessed on the basis of teacher's observation throughout the school period and appear in the form of written statements in a personal card ("scheda"), designed to offer a thorough profile of the pupil's personality.

The average number of weekly lessons in Italian primary schools is 24, four lessons daily, Monday to Saturday. Whole-day schooling has been introduced in schools requesting it. This has allowed the introduction of new subjects and activities : linguistic expression, musical, artistical and technological activities, etc.

In the 1983/1984 school year, the number of Italian primary schools was 28,786, catering for 4,068,324 pupils.

In the 1981/1982 school year the number of primary school teachers in Italian public schools was 265,859.

3.2. Secondary education

The last three years of compulsory schooling (from age eleven to fourteen) takes place in intermediate schools ("scuola media").

These schools are fully comprehensive and provide free education on standard lines to all children in the pertinent age range, regardless of their origin or social status.

Their aim is as much to train students for adulthood and citizenship as for further study.

A very high percentage of children attend this type of school - 99.4 % in the 1979/1980 school year.

There are 30 hours of compulsory lessons per week : religion, Italian, history, civics, geography, mathematics, nature study, elementary science, a foreign language, art education, and physical education. The law of June 1977 introduced technical and musical education as compulsory subjects. At the same time, Latin was abolished as a separate subject.

The law also provides for the expansion of interdisciplinary activities which may be arranged as a supplement to formal instruction in the various subjects provided for in the curriculum. Moreover, the law stresses the need for teachers to present subjects like mathematics, chemistry, physics and natural science to the learner through methods capable of aiding young trainees to reach an understanding of the logical connections among apparently separate elements of scientific knowledge.

As regards assessment, new rules have been in force since law 517 of August 1977. These provisions abolished the traditional grading system based on marks (from 1 to 10) assigned by each individual teacher and also remedial examinations. In addition, the former personal record ("pagella") was replaced by the "scheda personale".

Class teachers compile and regularly update the personal record as a group. It is presented in the form of a written description of attitudes, tendencies, behaviour, and level of achievement. On the basis of entries in these personal records, every three or four months (depending on the division of the school year) the class teachers prepare an analytical assessment in respect of each individual subject and an overall and informative evaluation regarding the pupil's overall achievement. The teachers explain these assessments to the pupils' parents, who also receive copies of the personal record.
The evaluation of the pupils' performance together with the final assessment are incorporated in an attestation of completion of compulsory education. The attestation is attached to the pupils' personal record and contains information regarding his or her dispensation from compulsory education.

At the end of the third year, pupils are required to take the intermediate school leaving certificate examination. This examination is administered by the teachers and an outside chairman. For pupils successfully passing this examination advice and suggestions regarding further education are appended to the attestation.

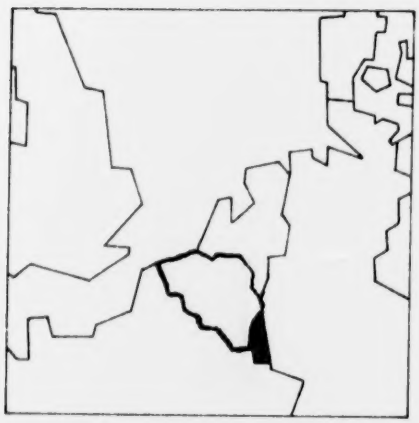
In the 1983/1984 school year, there were 10,057 intermediate schools catering for 2,821,580 pupils.

The pupil/teacher ratio in the 1981/1982 school year was 10.2 to 1.

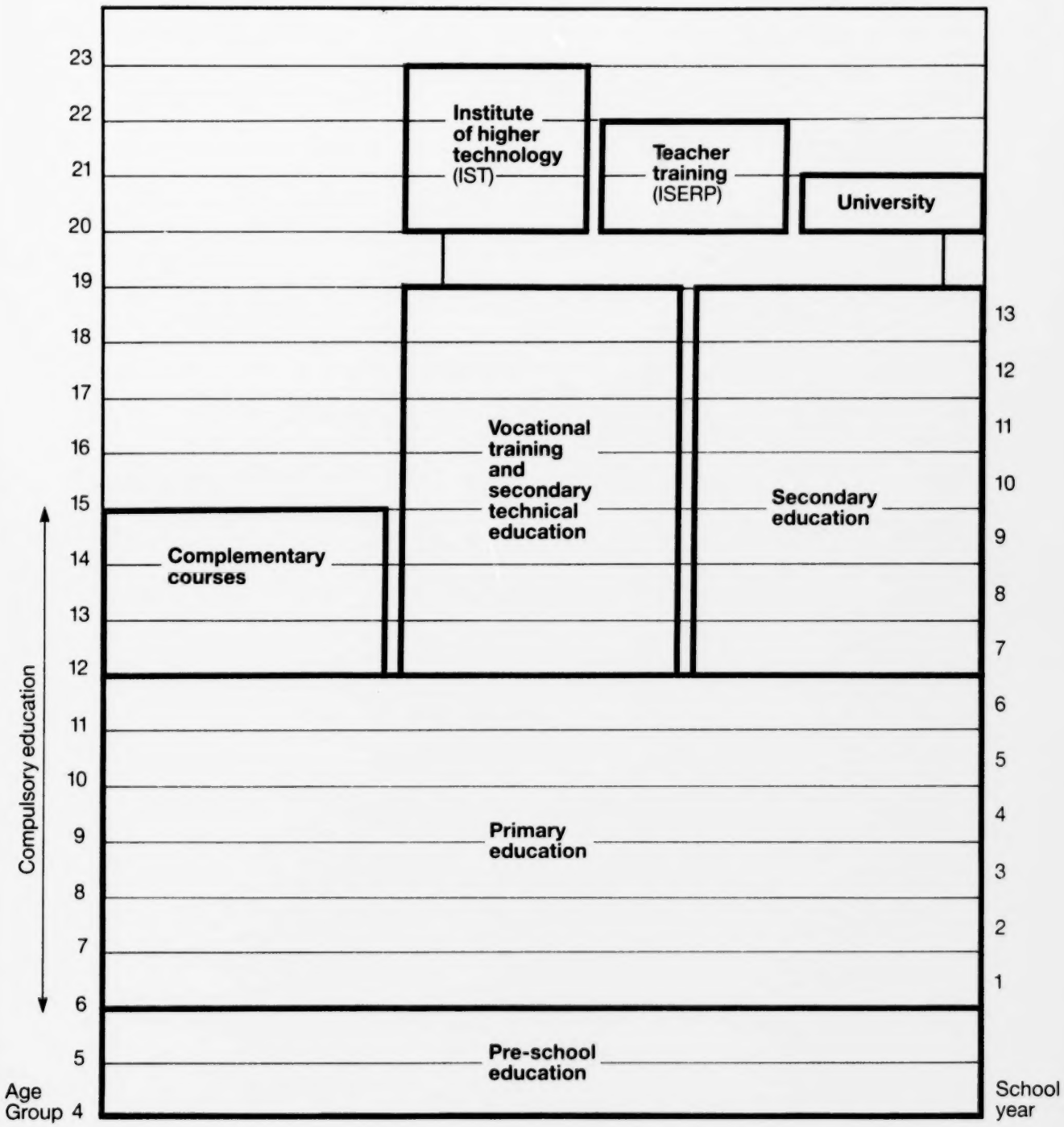
In the 1979/1980 school year 74,390 of lower secondary school leavers entered upper secondary schools - either : classical secondary schools, scientific secondary schools, primary teacher training schools, nursery teacher training schools, technical schools, vocational schools or schools of applied arts.

++++++++++++++++++++

LUXEMBURG



STRUCTURE OF THE EDUCATION SYSTEM IN LUXEMBURG



Source: EURYDICE Luxemburg Unit.

1. RESPONSIBILITIES AND ADMINISTRATION

Education in Luxemburg is unusual in that three languages are spoken and written in the same school system : Luxemburgish, German and French.

Unlike in Belgium the complexity of the linguistic situation did not lead to the setting up or development of linguistically differentiated responsibilities or administrative structures. In fact the mere size of the country (2,586 km2 and +-365,000 inhabitants) would hardly have justified another structure.

Therefore all sectors of education are governed by regulations and directives drawn up and executed by the one National Ministry of Education.

The internal structure of the Ministry is also unusual insofar as not all officials of the Ministry are civil servants in the proper sense of the word.

A certain number of posts are filled by teachers of primary education - "instituteurs attachés" - and teachers of secondary education - "professeurs-attachés".

The direct management of educational institutions is shared between the State, the communes and private bodies like the church. The communes' role is particularly important at primary level where they are even responsible for the appointment of teachers. Private schools are relatively well represented at secondary level and in the special education sector.

Nevertheless private education institutions are subject to State inspection as are all the schools in the public sector. Pupils from private schools must sit public examinations to obtain official certificates.

Inspection lies with ministerial inspectors (all former school teachers themselves) or with the heads of the individual schools. Tasks include the monitoring of both curricula and textbooks which are centrally prescribed by the Ministry.

For advice on the management and planning of the whole education system the Education Minister may consult the Higher Education Committee whose task it is to study general problems related to education and teaching, to comment on questions and problems submitted by the Minister and to make its own proposals, suggestions and comments on educational matters.

The Committee is composed of a maximum of 42 members, appointed by the Minister, representing other ministries (sports, health, family affairs etc.), the clergy, teachers, parents, industry etc.

The Committee works through an executive of ten of its members, also appointed by the Minister.

At municipality level local school committees are involved in the day-to-day management of the individual school. Consequently they represent the commune authorities, the church and representatives of the population of the commune, including parents of children attending the school. Teachers are not allowed to sit on the local school committee.

2. PRE-SCHOOL EDUCATION

The provision of pre-school education in Luxemburg differs slightly from that in other Member States of the EC insofar as it is partly compulsory.

In accordance with the Grand-Ducal Regulation of 22 October 1976, pre-school education is compulsory for 5 year olds (it is optional for 4 year olds).

This decision was made on the basis that children need somewhat longer to reach the expected standards, given the fact that the whole compulsory school system (and beyond) in Luxemburg is bilingual. Consequently the attendance rate in pre-school establishments is high : 90 % for the four year olds and 100 % for children of five years and older.

Pre-school establishments are under the authority of the Ministry of Education which contributes to the financing of about two thirds of all establishments.

In administrative terms and with regard to maintenance most pre-school establishments come under the responsibility of the communes. No more than 1 % are privately run. Pre-school establishments are mostly attached to primary schools.

Despite the fact that one year of pre-school education is compulsory no formal teaching is given to the children. Pre-school education is expected to foster the physical, intellectual and moral development of the children and to prepare them for entry into primary school.

In the 1983/1984 school year there were 7,827 pupils in pre-school education, 23 of these in private schools.

3. COMPULSORY EDUCATION

Compulsory education in Luxemburg is slightly different since it comprises nine years in the formal school system (primary and secondary) and as mentioned above, one year in pre-school establishments. Compulsory education starts at the age of five and is usually completed at the age of fifteen.

3.1. Primary education

Primary education in Luxemburg covers a period of six years, split into three cycles of two years each. Primary schools are run by the local authorities and are called public schools. They do not charge fees. Only a minor part of primary schools are maintained by private bodies or institutions. Private schools charge fees.

Since compulsory education is governed by national laws, primary school curricula are set out by the National Ministry of Education and apply throughout the country.

Although the "philosophy" of primary education in Luxemburg is not really different from that in other EC Member States (teaching of reading, writing, arithmetic, artistic and physical activities, study of the local environment, development of social behaviour etc.) both teaching methods and procedures are unique because of the linguistic particularity of the country, where three languages are used on equal terms.

Teaching in primary schools starts off in "Letzeburgesch" (Luxembourgish) which children speak at home, as well as in German, a foreign language which becomes the teaching language for practically all subjects. French which is also taught as a foreign language starts towards the middle of the second school year. "Letzeburgesch" continues to be taught in parallel to German and French.

At primary level in Luxemburg there are 27 lessons per week. Teaching is spread over the whole week : six morning sessions (Monday to Saturday) with four lessons each and three afternoon sessions (Monday, Wednesday and Friday) with two lessons each.

The decision as to whether a pupil should be promoted from one class to the next is made by the teacher on the basis of the marks gained during the year for written work, homework and oral participation.

The Luxemburg primary school system is different not only with regard to the language question but also with regard to educational opportunities after the above-mentioned six years of compulsory primary education which still belong to the primary sector. There are, in fact, "complementary classes" and "upper primary schools" catering for pupils who have completed six years at primary school but do not want to transfer to some kind of secondary education.

These pupils, in the age range 12 - 15, continue to be taught general subjects but, in addition, they have lessons in practically-oriented subjects like metalwork, woodwork or home economics, which prepare them for the transition to adult and working life.

At the end of the three-year course a diploma is awarded testifying the completion of upper primary education.

In the 1982/1983 school year there were 27,707 pupils in primary schools in Luxemburg (184 of whom in private schools), and 1,882 teachers (10 of whom in private schools).

3.2. Lower secondary education

Pupils must attend some form of full-time secondary education for at least three years after completing six years of primary education, covering the age range 12 to 15.

To be admitted to the first year of secondary education pupils must sit an entrance examination comprising tests in French (dictation and language exercises), German (dictation and language exercises) and arithmetic.

There are two main categories of secondary education in Luxemburg : general education and technical education.

General education

General education is provided in "lycées". It covers 7 years of study and is divided into two stages - lower and upper. The lower stage lasts three years and completes compulsory education. It comprises "la classe d'orientation" (class 7), "la classe de sixième" (class 6) and "la classe de cinquième" (class 5).

According to the law of 10 May 1968 general secondary education, on the basis of a general in-depth education, essentially prepares young people for university-level studies.

Since the above-mentioned law, with few exceptions, the school week covers 30 lessons, each lasting 50 minutes.

The curriculum includes religious education and ethics, French, German and English, history, philosophy, political economics, civics, mathematics, biology, geography, physics, chemistry, art, music and physical education.

In the "classe d'orientation" the curriculum is the same for all pupils. Language teaching covers Luxemburgish, French and German. At the beginning of the "classe de sixième" pupils choose between classical education, including the study of Latin, and modern education, including the study of English.

For languages, teaching is essentially in the language itself, but for other subjects the teaching language is German in the lower stages of secondary education and French in the upper stages, except for Mathematics which is always taught in French.

There are no end of year examinations. Pupils are judged on the basis of continuous assessment throughout the three years.

Pupils who have successfully completed nine years of education receive a certificate attesting that they have completed compulsory education.

Successful pupils may also continue to the four years of the upper stage leading to a certificate of secondary studies giving access to university education.

Technical education

Technical education is provided in technical "lycées". It comprises three stages : a stage of observation and orientation of three years starting after six years of primary education; an intermediate stage of three years comprising a full-time technical course and a part-time vocational course additional to an apprenticeship; a higher stage of two years providing in-depth vocational training and preparing for higher technical studies.

The stage of observation and orientation therefore completes compulsory education.

According to the law of 21 May 1979 technical secondary education prepares for working life by ensuring pupils receive a general, social, technical and vocational education, as well as for further technical education.

In the 7th class ("classe de 7e") the curriculum is essentially the same as for general education. In the main branches (A branches : German, French, mathematics), teaching is differentiated into levels a, b, c following a common basic curriculum. In the other branches (B branches : biology, geography, history; and C branches : music, art, sport, ethics, Luxemburgish), education is the same for all pupils.

In the 8th class ("classe de 8e") there are two streams - I and II. Education aims at an in-depth study of the subjects learnt in the 7th class. There are in addition a certain number of compulsory orientation classes for all pupils. In A branches (German, English, French, mathematics) teaching is differentiated into levels a, b, c. In B branches (biology, geography, history, physics, chemistry) the approach is less theoretical in stream II.

In the 9th class ("classe de 9e") the curriculum includes optional branches (commercial sciences, natural sciences, chemistry, arts and crafts, electricity, mechanics) allowing pupils to choose an orientation suited to their preferences and abilities towards the different divisions of the intermediate stage.

At the end of the observation and orientation stage all pupils receive a certificate attesting the end of compulsory schooling. For those who have successfully completed the 9th year, this certificate mentions success in the observation and orientation stage.

Pupils who are not successful at the end of the 9th class may retake the year or follow vocational initiation and guidance courses organized by the Ministry of Education in specialized centres.

As with general education, there are no end of year examinations and pupils are judged on the basis of continuous assessment throughout the three years.

"Tronc commun"

In addition, according to the law of 23 April 1979 a form of comprehensive lower secondary education ("tronc commun") may be organized in the 7th, 8th and 9th school year, either in existing secondary schools or autonomous education centres to be created.

The "tronc commun" includes :

- the 7th class ("classe d'observation") aimed at ensuring a basic comprehensive education to the maximum number of pupils. Pupils are in mixed ability groups for all subjects;
- the 8th class ("classe d'orientation") aimed at an in-depth study of the subjects learnt in the 7th class. Pupils may be grouped according to ability;
- the 9th class ("classe de determination") aimed at ensuring a maximum number of pupils have access to apprenticeship, or the 10th class in general or technical secondary education. Pupils are grouped according to their ability and teaching is adapted to the different speeds at which pupils learn.

Pupils who have successfully completed the sixth year of primary education are accepted in the 7th class. Intensive classes are organized for pupils who have not successfully completed primary education.

The curriculum of the 7th, 8th and 9th class of the "tronc commun" must include :

- languages : French, German and English
- mathematics
- behavioural sciences : biology, psychology
- social sciences : history, geography, basic economics, sociology and law
- natural sciences and technology : physics, chemistry, arts and crafts
- artistic expression : art education, music
- physical expression : physical education, sport.

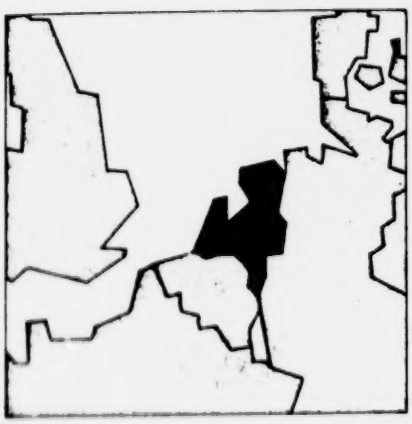
In each section the curricula include a basic common and compulsory part for all pupils in the three classes and an additional part adapted to the needs and intellectual development of the pupils as well as intensive support classes.

Again, there are no end of year examinations. Pupils are judged on the basis of continous assessment of the results achieved in each subject throughout the three years and expecially the 9th class. The class council, chaired by the Headmaster and including teachers of all the subjects in the curriculum, decides whether the pupil should be admitted to the 10th class.

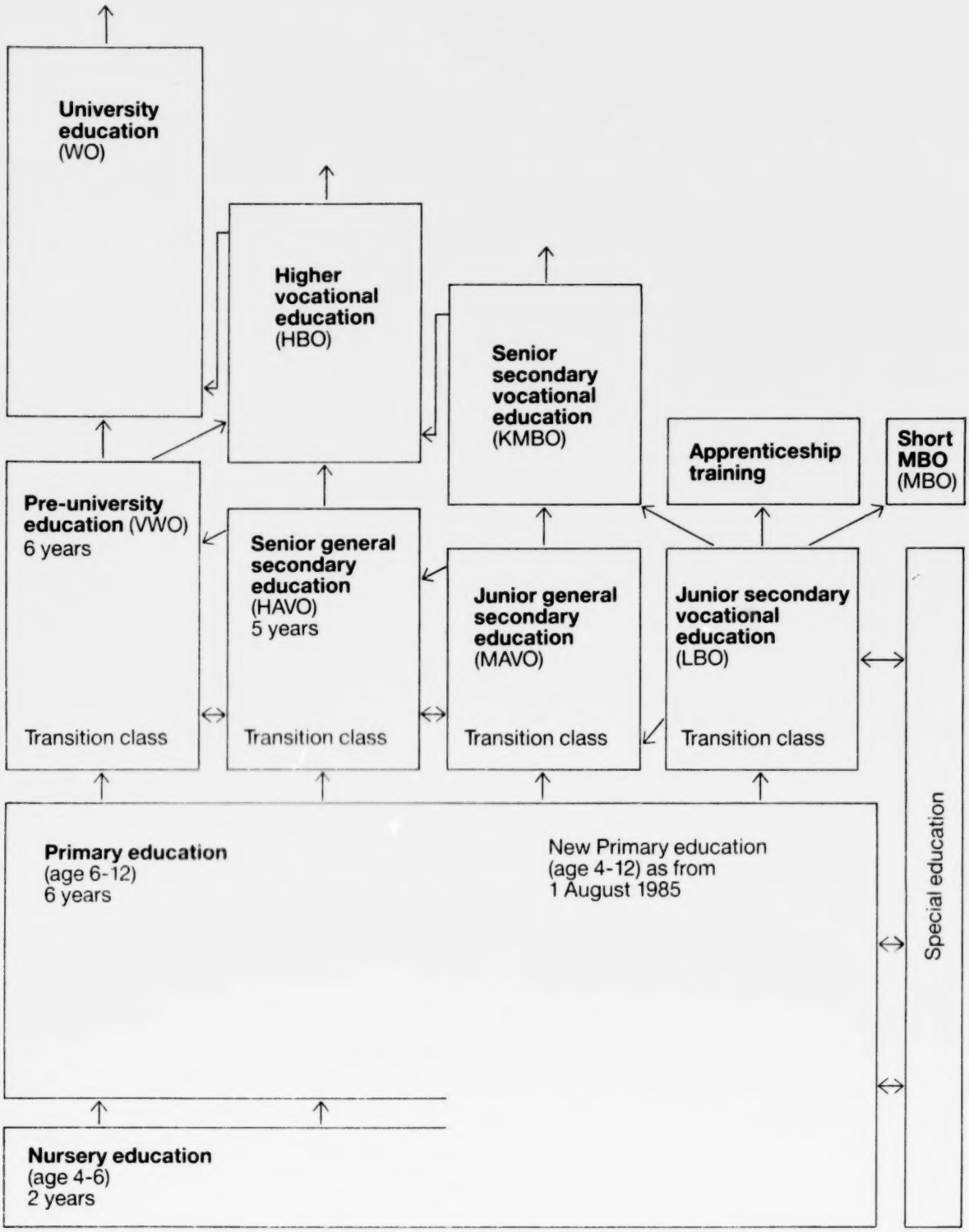
In the 1983/1984 school year there were 1,782 pupils in the 7th year of public and private general secondary education, 1,519 in the 8th year, 1,322 in the 9th year. There were 1,713 pupils in the 7th year of public and private technical secondary education, 2,578 in the 8th year and 3,012 in the 9th year. Secondary education is essentially organized in 8 State "Lycées" and 2 private secondary schools.

++++++++++++++++++++

NETHERLANDS



STRUCTURE OF THE EDUCATION SYSTEM IN THE NETHERLANDS


University education (WO)
Higher vocational education (HBO)
Senior secondary vocational education (KMBO)
Apprenticeship training
Short MBO (MBO)
Pre-university education (VWO) 6 years
Transition class
Senior general secondary education (HAVO) 5 years
Transition class
Junior general secondary education (MAVO)
Transition class
Junior secondary vocational education (LBO)
Transition class
Special education
Primary education (age 6-12) 6 years
New Primary education (age 4-12) as from 1 August 1985
Nursery education (age 4-6) 2 years

Source: The Kingdom of the Netherlands, Education and Science, published by the Ministry of Foreign Affairs.

1. RESPONSIBILITIES AND ADMINISTRATION

The Dutch Constitution and related laws emphasize that there should be freedom of education at all levels. Since this philosophy of freedom and liberty has a long tradition in Dutch history today's education system in the Netherlands is determined by the parallel existence of public and private educational institutions. Public institutions are run either by the State or by the local authorities. (There are no provincial schools in the Netherlands.)

Private education comprises all forms of education which come about as a result of private initiative, run according to religious or non-religious principles.

In quantitative terms, 70 % of all schools at primary level and 60 % of all schools at secondary level are private institutions.

Public and private schools are financed according to the same criteria. This means that all private schools are eligible for maintenance from State funds, provided they comply with certain statutory conditions relating to their establishment and operation. Qualifications obtained in public and private schools are of equal value and validity.

The overall responsibility for the differentiated public-private education system lies with the Ministry of Education and Science and the legislative power of the Netherlands' Parliament. Laws, decrees and regulations on compulsory subjects, examinations etc. issued by either of the central powers are binding on both the private and the public system. However, there are no regulations on the religious, political and didactic aspects of the teaching in new or existing schools.

The main instrument for the monitoring of both systems and for the maintenance of standards is the Central Government's Inspectorate, headed by the Inspector General.

Under the constitution, the inspection of schools must be regulated by law. Existing educational legislation places the responsibility for inspection with the Minister of Education and Science for all sectors of education and their educational establishments, with the exception of the universities and agricultural education (under the Minister of Agriculture and Fisheries).

The Inspectorate is subdivided into nine chief inspectorates responsible for the following : primary education, special education, general secondary education, junior secondary vocational education, senior secondary vocational education, higher vocational education, teacher training courses, education and training for young workers, adult education and special services.

This organizational structure largely corresponds to the subdivisions of the Ministry. Most of these categories are each subdivided into six districts covering the entire country. There are in total 280 inspectors, including chief inspectors, operating in the Netherlands in all sectors of education.

The main responsibilities of the Inspectorate as laid down in existing and draft legislation are :

- to ensure compliance with statutory regulations

- to keep up to date with the educational situation by visiting schools

- to promote the development of education through consultations with the competent authorities, the staff of schools and the regional or local authorities

- to report to and advise the Minister.

Both educational policy and its practical implementation are the result of collaboration in the form of a system of advisory and consultative bodies. There are advisory councils for every sector of education. It is their job to provide expert advice on the policy to be developed by the government

and the Minister. The members of the advisory councils are appointed by the Minister. They usually come from the education field but are not responsible to any particular organization.

The Minister also asks for recommendations on the social and economic aspects of education from the Socio-Economic Council, which is a government advisory body. Secondly the Minister is advised by smaller advisory groups on specific projects designed to introduce change in education. Their job is more limited than that of the advisory council.

The Minister is not bound to follow the advice he is given. (Recommendations are in principle made public.) Final decisions can only be rescinded by Parliament.

2. PRE-SCHOOL EDUCATION

Since 1 August 1985 separate Pre-school education does not exist formally in the Netherlands.

However, there are playgroups or crêches for children below four years old which are run privately or managed and supervised by the local authority and these are under the responsibility of the Ministry of Welfare, Health and Cultural Affairs.

3. COMPULSORY EDUCATION

Compulsory schooling in the Netherlands starts at the age of five and is completed either :

- after 12 years of full-time compulsory education (8 years in primary ("basisonderwijs") and 4 years in secondary education)

- or, at the end of the school year in which the pupil has reached the age of 16.

The pupil must then attend one year of part-time compulsory schooling - that is, two days per week in an institution for part-time education.

Compulsory schooling is governed by the Compulsory Education Act (1969), which applies to the entire school system, public or private.

3.1. Primary education

Primary education lasts for eight years (4 - 12) and is offered in primary schools ("basisschool") which may be communal or privately maintained. Many of the private institutions are denominational.

Primary education in the Netherlands is completely free of charge regardless of the character and status of the educational establishment.

The only condition for receiving State support is that the educational provisions offered by the individual institution are recognized as satisfactory.

Primary education is regulated by law in the Primary Education Act, a framework act containing :

- general guidelines on the teaching arrangements;
- great stress on the individual responsibility of those involved;
- detailed regulations for a highly standardized system of financing;
- a certain degree of decentralization in the implementation of the Act, with specific reference to school accommodation.

A central feature of primary education is the school work plan which schools have to draw up every two years. Within the framework of nationwide objectives, schools describe the teaching arrangements, methods and evaluation in their particular school. The Act, which came into force on 1st August 1985, gives guidelines for points of departure, design and procedures. The introduction of English as a foreign language at primary school as of 1 August 1986 is new.

According to Section 9 of the Primary Education Act, the following subjects must always appear on the syllabus in the new-style primary schools, preferably related to one another :

Sensory and physical exercise; Dutch; arithmetic and mathematics; English; expressive activities; development of skills necessary for daily contact with others, such as road safety; the promotion of normal healthy behaviour; a number of specific subject areas. These subject areas will always include geography; history; science (including biology); social relations (including civics); religious ideologies.

Section 9 goes on to define what is meant by expressive activities : the use of language, drawing, music, handicrafts, play and movement. This section also specifies that the Frisian language is a compulsory subject in the province of Friesland (unless special exemption is granted) and that lessons may be given in Frisian, other living local dialects or, in the case of children with a non-Dutch cultural background, their own native language.

Finally section 9 allows schools to obtain exemptions from teaching certain subjects, for example in order to carry out specific innovations.

The school work plan is developed in the form of a plan of activities which includes pupils' activities in relation to a particular subject together with the duties of the teaching staff.

The plan of activities is organized so that during the first 4 years pupils receive at least 22 hours of teaching and in subsequent years at least 25 hours, spread over 5 or 6 days. Pupils receive a minimum of 2.5 hours and a maximum of 5.5 hours of teaching per day spread equally over all activities.

The plan of activities also gives the teaching time, school holidays and other free days.

Changes in the plan of activities must be approved by the inspector.

The school day must start and finish at the same time for all pupils.

Pupils are assessed on the basis of a record card system, testifying the individual pupil's progress throughout his / her school career. The practice of having to repeat a year or a class has practically been eliminated.

A differentiated system of intelligence and attainment testing in the top three classes of primary school is intended to help pupils orient their future educational career better when they transfer from primary to secondary education.

No certificates are awarded to primary school leavers. Children choose the secondary school on the basis of their results and in consultation with teachers, the head of the school and their parents.

The number of school children aged 4 - 12 is around 1,600,000 and the number of primary schools is around 8,400 (1985 figures).

3.2. Secondary education

Pupils must attend some form of full-time secondary education for at least four years (12 to 16 years old) after having completed primary education. Since 1975 those 16 year olds who do not wish to continue to attend school full-time must attend a course of part-time compulsory education two days per week for one year.

The major categories of secondary education in the Netherlands are :

a. pre-university education (v.w.o.)

b. general secondary education (a.v.o.)

c. vocational education (b.o.)

The Secondary Education Act (w.v.o.) of 1968 contains regulations governing these forms of education and the schools at which they are provided.

In order to improve the internal cohesion of the secondary education system and postpone a final choice of school, provisions concerning the first year of secondary school ("the transitional class") have been made which facilitate progression to the second year of more than one type of school. It is also possible to form combined schools, which are defined in the Act as a single school community (with one school board ond one principal), consisting of several types of school. At least one of the schools in the combination must be a secondary school.

Admission to post-primary schools is decided on the advice of an admissions committee appointed by the competent authority of the secondary school or schools concerned. It consists of the head and at least two teachers from the secondary school concerned. Heads and teachers from primary schools may also sit on the committee. Before advising or deciding on admissions, the committee considers the report by the pupil's primary school head teacher. The most common method of testing their aptitude is by the assessment of the knowledge and intelligence displayed by the pupil during his last year, or years, at primary school. Other methods include an entrance examination, a trial period in a secondary school class and a psychological test, however, these are scarcely used, if at all.

Throughout that part of post-primary education covered by compulsory schooling schools are open five days a week from Monday to Friday. The total number of lessons given varies between 960 and 1,280 lessons per year, corresponding to 24 to 32 lessons per week. Every lesson lasts 50 minutes.

Pre-university education (v.w.o.) is provided at three types of school : "gymnasiums", "atheneums" and "lyceums". All three types have a six-year course, with direct entry from primary school, and prepare pupils for university entrance. The distinction between "gymnasiums" and "atheneums" is that the former must provide Latin and Greek courses, while it is not possible to take these subjects at an "atheneum", except where an "atheneum" has been granted special permission to teach Latin. A "lyceum" is a combination of a "gynmasium" and an "atheneum", with a common first year.

After the fourth or fifth years, the "gymnasium" and "atheneums" are divided into A and B sides. The B side in both schools have mathematics and science as the main subjects; the A side at a "gymnasium" has classical languages and the A side at an "atheneum" has economics and modern languages as the main subjects. Each course culminates in a leaving examination in seven subjects, five compulsory and two of the candidate's own choice. The five compulsory subjects are as follows :

"gymnasium" A : Dutch, Greek, Latin, one modern language (i.e. French, German or English) and history or geography or economics.

"gymnasium" B : Dutch, Greek or Latin, one modern language, mathematics and physics or chemistry or biology.

"atheneum" A : Dutch, two modern languages, history or geography, and economics.

"atheneum" B : Dutch, one modern language, mathematics, and any two of the three sciences.

All the subjects listed above may also be taken optionally, with the exception of Latin and Greek at atheneums, on any of the four courses. Frisian is also an optional subject. Dutch is always compulsory. The curricula of these schools cover more than just the examination subjects, and there are compulsory lessons in social studies, physical education and some creative and art subjects. Schools may also offer other courses, such as Russian, Spanish, Esperanto, Hebrew, religious studies, Christian history, philosophy, etc.

Since 1973 it has been possible to organize "atheneums", "gymnasiums" and "lyceums" without splitting them into A and B sides, in which case pupils have a free choice of five (of four in the case of "gymnasium") of the seven examination subjects. Dutch and one of the three modern languages are still obligatory. A "gymnasium" must always include at least one classical language in the leaving examination. This type of curriculum is steadily increasing in popularity and in 1983 accounted for a good 50 % of all pre-university education.

General Secondary Education (a.v.o.) is given at junior and senior level, both with direct entry from primary school.

Junior general secondary education (m.a.v.o.) is a four-year course. The leaving certificate from a m.a.v.o. school may give access to senior secondary vocational schools (m.b.o.) and to the fourth year of senior general secondary schools (h.a.v.o.).

H.a.v.o.. courses last five years, and therefore complete compulsory education. The h.a.v.o. certificate allows holders to go on to higher vocational education.

Like the pre-university schools, junior and senior general secondary schools provide the broad basis for future vocational training, but at a lower level. The subjects taught are Dutch, two or three foreign languages (French, Geman, English), history, geography, social studies, mathematics, physics, chemistry, biology, physical education and one or more creative or expressive subjects. Additional subjects may be included. The leaving examination comprises six subjects, which must include Dutch and one foreign language, the other four subjects being of the candidate's own choice from the following : the other two foreign languages, history, geography, mathematics, physics, biology and commercial practice.

Secondary vocational education (b.o.) is provided at junior, senior and higher level :

a. junior secondary vocational education
b. senior secondary vocational education
c. higher secondary vocational education.

Since only junior and senior level are concerned with pupils up to the school leaving age, there will be no description of higher secondary vocational education.

Junior secondary vocational education (l.b.o.) plays an important part in the Dutch education system, as some 30 % of children enter it directly from primary school. All junior secondary courses last four years, the first two devoted almost entirely to general subjects and the last two to vocational training and education.

There are five main types of courses at this level : technical courses (l.t.o.) (including nautical education) which form the largest group; home economics courses (l.h.n.o.) which are attended mainly by girls; argicultural courses (l.l.o.) which include agriculture, horticulture and forestry courses and agricultural technology, tradespeople's courses (l.m.o.) which provide basic training for those who wish to become self-employed in the retail trade; and commercial courses (l.e.a.o.) which provide basic training for jobs in shops and all kinds of clerical work in banking, travel and insurance as well as work with certain government agencies.

All five types of education offer a choice of three examination levels : A, B and C. Three examination subjects at C level give access to senior secondary vocational education.

Senior secondary vocational education (m.b.o.) is open to pupils with a leaving certificate from a corresponding junior vocational school or m.a.v.o. leaving certificate in the required subjects. Courses vary from two to four years, but in fact pupils would only have to complete one year to fulfil their compulsory schooling obligations.

In addition to the courses provided at junior level, there are courses in nursery school teaching and "socio-pedagogic" education to prepare pupils for careers in youth work, adult education, cultural and social work, community development, personel work, child care and protection, health care, librarianship, journalism and other related professions.

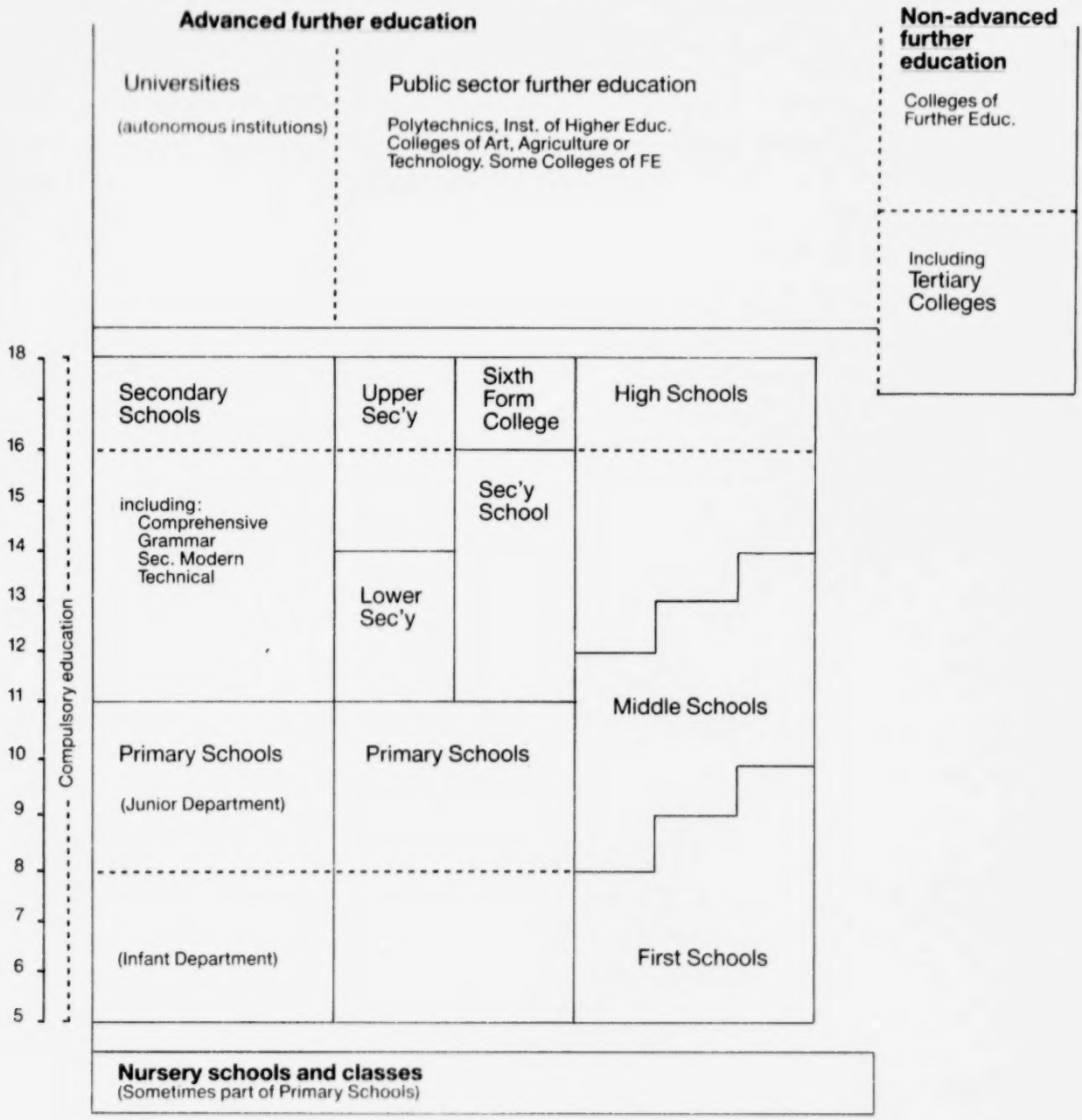
Sixteen year olds opting for part-time compulsory education can choose between a course at an institute for early school-leavers, a vocational training course under the apprenticeship scheme or one of the officially approved courses.

In 1983 there were 134,053 pupils in the "transition class", 322,534 in m.a.v.o., 182,699 in h.a.v.o., 187,069 in v.w.o., 402,735 (provisional figure) in l.b.o. and 266,683 in m.b.o. (provisional figure).

++++++++++++++++++++

UNITED KINGDOM

STRUCTURE OF THE EDUCATION SYSTEM IN ENGLAND AND WALES



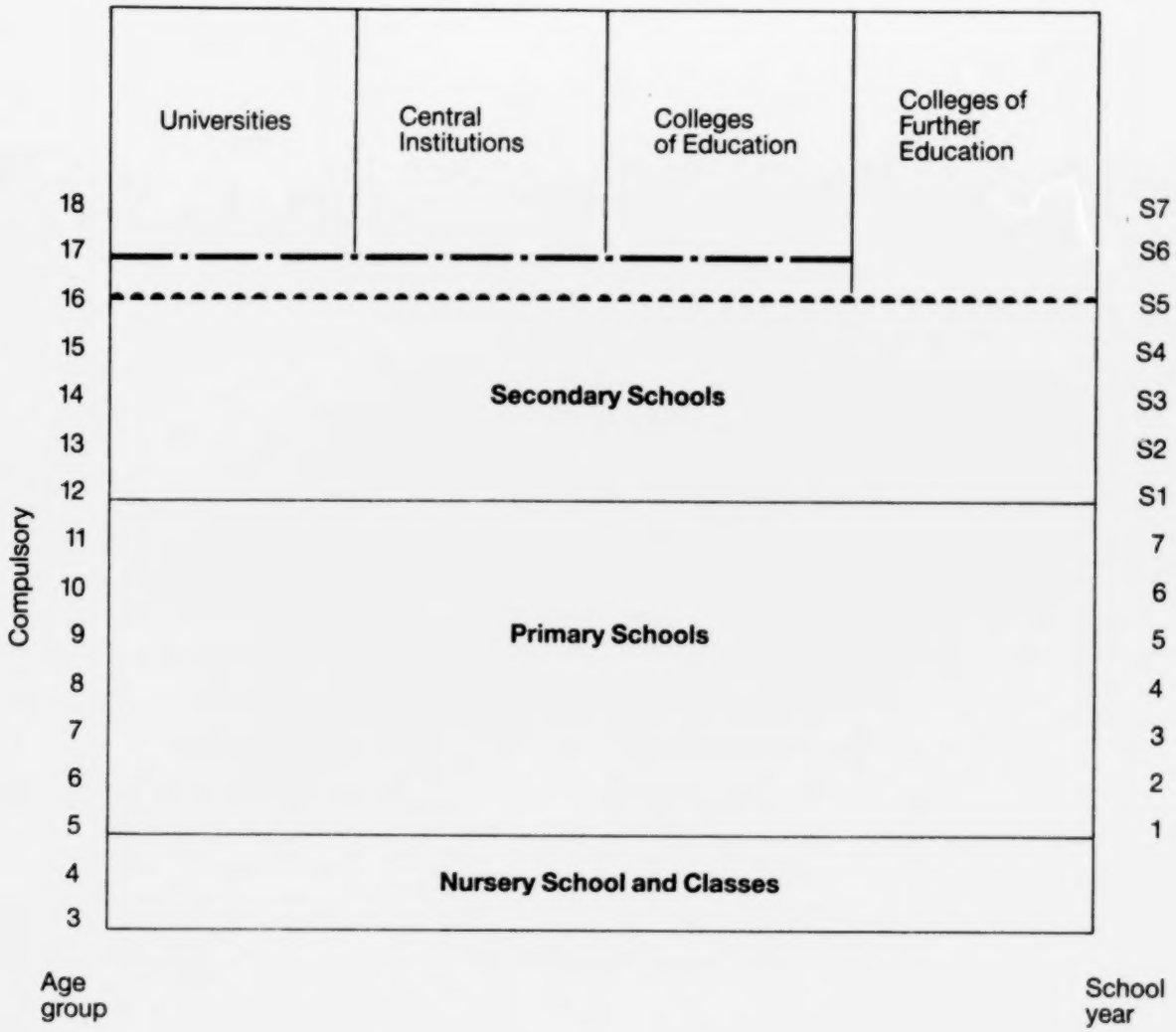
Notes

1. Classes for students over 16 are known as the Sixth Form (Lower and Upper Sixth). The Sixth Form College caters exclusively for those aged 16 to 19 and is subject to Schools Regulations. The Tertiary College shares characteristics of both the Sixth Form and of the Further Education College, and is subject to Further Education Regulations.

2. The independent sector covers private schools, which are financed by private trusts and from fees paid by pupils. There is one independent university, the University of Buckingham.

Source: EURYDICE UK (London) Unit.

STRUCTURE OF THE EDUCATION SYSTEM IN SCOTLAND



Key

S1-S6 Secondary 1st-6th year

——·— Exams provide access at 17

- - - - Pupils may leave at 16 but not necessarily to go on to tertiary education

Notes.

1. Further education colleges provided by Scottish education authorities offer courses in vocational and academic subjects from craft level to degree level (CNAA). FE colleges accept pupils currently attending secondary school for some courses. The complete range of non-advanced further education courses are provided in the modules available at FE colleges. In addition, some modules are available at secondary schools. Successful completion of modules will be recorded on a new National Certificate awarded by the Scottish Vocational Education Council, SCOTVEC. FE courses also provide courses for the "off-the-job" component of the Youth Training Scheme which is the responsibility of the Manpower Services Commission.

2. The Secretary of State for Education and Science has responsibility for assisting universities throughtout Great Britain on the advice of the University Grants Committee. Universities are, however, autonomous bodies enjoying complete academic freedom with the power to admit students, appoint academic staff, decide courses and subject matter of courses and to award degrees.

Source: EURYDICE UK (Edinburgh) Unit.

1. RESPONSIBILITIES AND ADMINISTRATION

In the United Kingdom the division of responsibility for and the administration of the education system is a very complex matter.

The first and most important factor to bear in mind is that there is not one unified UK education system but there are education systems for England, Wales and Northern Ireland with a certain degree of variation between them and there is an education system for Scotland, again different from the other three.

Differences and variations exist particularly with regard to organization, administration and control of schools. In many cases the educational terminology and the designation of educational institutions is also different.

Education in the UK (regardless of whether it is England, Wales, Northern Ireland or Scotland) is characterized by its decentralized nature. Responsibility is distributed between central government, local education authorities (education and library boards in Northern Ireland), the governing bodies of educational institutions and the teaching profession.

The central government departments are

- the Department of Education and Science which is responsible for all aspects of education in England, and for the Government's relations with and support for universities throughout the UK;

- the Welsh Office which has full responsibility for non-university education in Wales;

- the Department of Education for Northern Ireland, which has full responsibility for non-university education in Northern Ireland;

- the Scottish Education Department, which has full responsibility for non-university education in Scotland.

The latter three are consulted about, but do not carry formal responsibility for, education in universities.

In general terms it may be said that the central authorities

- determine national aims and formulate national policy;

- commission research and support work on the development of the school curriculum and public examinations;

- set minimum standards of educational provision.

They neither provide nor administer schools nor colleges nor determine their detailed curricula. However, they do have the power to intervene if individual local authorities or schools are not discharging their duties satisfactorily and they do have at their disposal important means of influence and control, particularly with regard to the allocation of resources - for example,by granting authority to borrow money for school building programmes, and by awarding Education Support Grants for specific purposes. Local authorities' current expenditure (including teachers' salaries) is met partly by the Rate Support Grant, from Central Government and partly by local rates (property taxes) and charges. The actual amount of Rate Support Grant received depends on the Government's assessment of the authority's expenditure needs as compared with its income from rates and charges.

In this decentralized system the provision of maintained school education and most post-school education outside the universities is therefore the responsibility of local education authorities (LEAs). They employ teachers and other staff, provide and maintain buildings, supply equipment and materials and, in England and Wales, provide grants to students proceeding to further and higher education.

In Scotland the central institutions, which provide most vocational further education to degree level, and colleges of education, which provide teacher training, are administered by independent governing bodies. Apart from three central institutions financed by the Department

of Agriculture and Fisheries for Scotland, these institutions and the colleges of education are financed directly by the Scottish Education Department which also pays grants to students on advanced courses.

In Northern Ireland colleges of education are controlled by the Department or voluntary agencies.

There are 105 local authorities in England and Wales, 12 in Scotland and 5 Education and Library Boards in Northern Ireland. Local authorities (cities, counties, county boroughs) are legally required to appoint an Education Committee with at least 50 % of its members being elected members of the authority and the other half experts and specialists in specific fields of education. These experts and specialists are usually co-opted.

The Education Committee carries direct responsibility for the provision, administration, maintenance and functioning of schools and colleges,and the employment and management of teachers. Within such guidelines as may be laid down by the LEA, the curriculum and internal organization of the school are the responsibility of the governing body of each individual school in consultation with the head teacher and other staff.

The day-to-day administration of education in each LEA area is in the hands of a Chief Education Officer, who is assisted by a number of professional / technical staff and advisers.

Local authority schools cater for 94 - 99 % of the total school population in the UK*) . Administratively, they fall into two categories in England and Wales : county schools, established and run by local education authorities and voluntary schools, financially maintained by LEAs but established by other bodies - the Church of England, the Roman Catholic Church, and certain other denominations. About 30 % of maintained schools are voluntary schools.

---

*) 99 % at grant aided schools in Northern Ireland, 94 % at maintained schools in England.

In Scotland most of the schools supported from public funds are provided by education authorities and are known as public schools (in England this term is used for a type of independent school). There is a statutory requirement to establish school councils whose membership includes teachers, parents, persons interested in religious education, and in certain cases representatives of further education and of the community at large.

In Northern Ireland there are two main categories of school : grant aided schools, owned and managed by the area Education and Library Boards and having all their expenditure met from public funds; and voluntary schools, which are mainly under Roman Catholic management receiving grants towards the capital running costs. It is government policy to encourage integration between Protestant and Roman Catholic schools where there is a local desire for it.

Maintained schools and educational institutions receiving grants from public funds are subject to inspection. (This rule does not apply for universities.) There are separate HM Inspectorates for England, Wales, Northern Ireland and Scotland. They report directly to the central government departments on the provision of education in schools and colleges and they can advise the secretaries of State on any relevant educational topic. They can also advise individual schools.

HM Inspectorates are headed by a Senior Chief Inspector or by a Chief Inspector. Individual inspectors are responsible either for a given geographical area or nation-wide for a given subject.
The total number of HM Inspectors in the UK is around 600.

Non-maintained sector schools (independent schools) receive no grants from public*) funds but are financed from fees and endowments. They must be registered with the appropriate central government education department, which can require them to remedy features in their premises, accommodation or instruction. They are also open to inspection by Her Majesty's Inspectorate.

---

*)Although the Assisted Places Scheme allows for some pupils' fees to be met by government grant.

Education policy in the UK is also influenced by the work of a wide range of consultative bodies providing advice for central government departments as well as local authorities. With regard to curricula and examinations, there are two new bodies for England and Wales : the Schools Curriculum Development Committee and the Secondary Examinations Council. These replaced the Schools Council for Curriculum and Examinations.

In Scotland, equivalent functions are carried out by the Consultative Committee on the Curriculum and in Northern Ireland by the Council for Educational Department. These bodies are of particular importance since they assist the Departments in the provision of national guidance. They represent all major education interests, and their members are appointed by the respective Department. In similar terms the opinions of associations like the Association of Chief Education Officers can be an important basis and guideline for the determination of education policies.

2. PRE-SCHOOL EDUCATION

As already explained the analysis of the educational structures of the United Kingdom has to differentiate between England, Wales, Northern Ireland and Scotland.

In the pre-school sector, however, differences between the four parts of the country are less significant than they are in other areas.

Pre-school establishments in the UK cater for children in the age range from 2 to 5, when compulsory schooling starts. In practical terms, however, most children attending nursery schools in the UK are already three years old. Attendance is voluntary, and is on a full-time or part-time basis.

Pre-school provision is either through the local authorities or on a voluntary basis. Education authority schools take the form of separate nursery schools or classes in primary schools. There is provision in the Government's educational expenditure to enable those authorities who wish to do so to increase their nursery accomodation by converting spare primary accomodation. (This is not required by law.)

Most pre-school establishments belong to the public sector, they are subsidized by the State and local authorities and therefore do not charge fees.

In addition, some children attend informal pre-school playgroups organized by parents and voluntary bodies. Many of these do charge fees.

In January 1982 in England and Wales there were 646 publicly maintained nursery schools, with some 53,317 pupils, and nursery classes in primary schools having a total of around 204,809 pupils. Of the total of some 258,126 nursery pupils, nearly 80 % attended part-time in England and 65 % attended part-time in Wales. In 1982 roughly 40 % of the population of England and Wales in the 3 and 4 year old age group were receiving some pre-compulsory education in maintained schools. In 1982 some 68 % of the population of Wales in this age-group received nursery education in maintained schools.

In Northern Ireland in the period 1982/1983 there were 83 nursery schools with 4,413 pupils under 5 years old.

In Scotland in September 1982, 34,682 pupils were attending education authority nursery schools and classes mainly on a half-day basis, this number represented 28 % of the 3 - 4 year old age group.

3. COMPULSORY EDUCATION

To a certain extent, the general rule that the education system differs somewhat between England and Wales and Northern Ireland on the one hand and Scotland on the other, is also applicable to the structure of compulsory school provisions.

The following overview tries to focus on those points which are common to all parts of the country.

Statutory school age is from 5 to 16, which generally means from the beginning of the school term next after the child's fifth birthday, until the school leaving date next after his / her sixteenth birthday. The two school leaving dates are :

a) the end of the spring term;

b) the Friday before the last Monday in May.

The 1944 Act requires that there should be two stages of education : primary and secondary. A junior pupil is one who has not attained the age of 12, a senior pupil is one who has attained the age of 12 but has not attained the age of 19. In 1964 legislation permitted the establishment of middle schools, for children aged under 10 ½ to those aged over 12. Normally, middle schools provide a four-year course for pupils aged between eight years to twelve, or nine years to thirteen.

The two-tier (Primary and Secondary school) and three-tier (First, Middle and Secondary school) systems exist side by side, according to the provision within each individual LEA.

The school day is divided into two sessions, one in the morning and one in the afternoon. The school week usually runs from Monday to Friday, with two sessions per day. (In private boarding schools, pupils may also have lessons on Saturday.) The school year in England, Wales and Northern Ireland consists of 400 sessions, of which 20 may be taken as "occasional holidays".

The actual dates of terms and holidays are determined annually by the LEA Education Committee in consultation with the teachers' associations.

With regard to the weekly amount of teaching, local education authorities or the individual headteacher have a great degree of freedom, subject to the basic minimum as follows :

> Children under eight years of age must receive at least three hours of secular instruction per day, divided into two sessions. For children aged eight and over, the minimum is four hours of secular instruction.
>
> In addition provision must be made for a single*) act of collective worship at the beginning of the school day, and for religious in-

---

*) Where the school premises do not allow for all of the pupils to be gathered together in one single act of worship, other arrangements may be made by the Headteacher.

struction. However, a parent may request that his / her child be wholly or partly excused from the act of worship and / or from religious instruction.

3.1. Primary education

Although the statutory age of starting primary education is five, it is possible to start at the age of four. On starting school, children in England and Wales go to infant schools or departments; at seven many go on to junior schools or departments.

In Northern Ireland the majority of children up to the age of 11 - 12 years are educated in primary schools; some are educated in the preparatory departments of grammar schools.

In Scotland the primary schools take children from 5 to 12, normally having infant classes for children under seven, although in a few areas there are separate infant schools.

Primary schools are either publicly maintained schools or private institutions. Most primary schools are supported from public funds and administered by local education authorities. They do not charge fees and books and stationery are provided free. Private institutions (and also the preparatory departments of grammar schools in Northern Ireland) do charge fees.

Most publicly maintained primary schools are coeducational and classes are of mixed ability.

Primary schools are concerned with the general development of children and they aim to meet the current needs of their pupils as well as to prepare them for the next stage of their education. Priority is given to the teaching of reading, writing and arithmetic

("the three R's") but great importance is also attached to social development and to the establishment of sound personal relationships.

Since the UK education system is highly decentralized, there is no centrally prescribed curriculum - not even within the four parts of the country. Central Government authorities set out guidelines and a general framework. The governing body delegates to the head and teachers of a school the choice of strategies best adapted to the life and learning circumstances of their pupils.

As a general rule , however, it may be said that in addition to the three R's, art, craft, physical education, music, religious education and studies incorporating aspects of science, history and geography appear regularly on the timetables of pupils at primary level.

In England and Wales in January 1982 there were around 21,769 publicly maintained primary schools and 1,414 middle schools, with 4,059,179 pupils in the former and 492,229 in the latter.

In Northern Ireland in January 1983 there were 182,632 pupils in grant-aided primary schools, and 4,305 in preparatory schools.

In Scotland for the period 1982/1983 there were 2,489 education authority schools with 468,000 pupils.

3.2. Lower secondary education

Compulsory education lasts until 16 years of age throughout the United Kingdom. Secondary schools in England, Wales and Northern Ireland usually cater for pupils from 11 years old, that is, for 5 years until the end of compulsory schooling and in Scotland from 12 years old, that is, for 4 years until the end of compulsory schooling.

Since the differences between England and Wales and Northern Ireland on the one hand and Scotland on the other hand are more pronounced at this level, Northern Ireland and Scotland will be dealt with separately when these differences are important.

England and Wales

In 1984 some 89 % of the secondary school population in England and Wales was attending comprehensive schools, which take pupils without reference to ability or aptitude and provide a wide range of secondary education for all or most of the children of a district. They can be organized in a number of ways including schools that take the full secondary school age range from 11 to 18; middle schools whose pupils move on to senior comprehensive schools at 12, 13 or 14, leaving at 16 or 18; and schools with an age range of 11 or 12 to 16 combined with a sixth-form or a tertiary college for pupils over 16. Most other children receive secondary education in "grammar" and "secondary modern" schools to which they are allocated after selection procedures at the age of 11 :

i) grammar schools provide a mainly academic course for selected pupils from the age of 11 to 18 or 19, (3 % of secondary pupils in 1984);

ii) secondary modern schools provide a general education up to the minimum school-leaving age of 16, although their pupils can stay on beyond that age and do so in increasing numbers, (5 % of secondary pupils in 1984).

A few LEAs run what are known as "technical schools"; these provide a general academic education, but put considerable emphasis on technical subjects.

As for primary education, the determination of the curriculum lies with the governing body and staff of individual institutions, within general LEA guidelines. However, the governing body of voluntary aided schools have greater autonomy than those of maintained county schools. In practice, decisions about curriculum content, teaching

methods, timetabling and the selection of text books are usually left to head teachers and their staffs. There is no national statutory requirement for the inclusion of any subject in the curriculum of maintained schools with the exception of religious education.

In March 1981 the Secretary of State for Education and Science and the Secretary of State for Wales jointly published a guidance paper entitled "The School Curriculum". The paper recommends that at secondary level all pupils should follow a broad curriculum, including English, mathematics, science, religious education, physical education, some study of the humanities, and some practical and some aesthetic activity.

From 14 onwards, most schools divide their curriculum into "core" subjects studied by all pupils and "options" which allow pupils a degree of choice. The "core" subjects usually include English language, mathematics, religious education and physical education. Many schools require pupils to study at least one science subject (e.g. general science, physics, chemistry, biology) one humanities subject (e.g. history, geography, sociology) and one creative or practical subject (e.g. music, drama, art, craft design and technology). Foreign languages are usually studied as options.

Most schools have a timetable of 40 lessons per week, each lasting 35 to 40 minutes. These lessons are often grouped so as to allow for longer periods especially in practical subjects (science, art, CDT, etc.). Some schools have fewer lessons per day, such as 5 lasting one hour each or 7 lasting 45 minutes each.

The main external examinations for lower secondary school pupils at present are the General Certificate of Education at Ordinary level (GCE O- Level) and the Certificate of Secondary Education (CSE).

GCE examinations are offered by eight separate examining boards in England and Wales; most of these bodies are attached to a university. Candidates may take as few or as many subjects as they like. Ordinary (O-level) papers are taken at 16 (earlier if the candidate

is ready) and candidates are awarded one of five grades (A to E), or are ungraded in each subject. Grade E is the lowest level of attainment adjudged to be of sufficient standard for recording.

The CSE is intended for pupils of about 16 who are of average ability for their age. The examination is open to those who have completed five years of secondary education. Any number of subjects can be taken. Pupils are awarded one of five grades, or are ungraded, in each subject they take. Grade 1 represents a standard of performance in the range covered by Grades A, B and C of GCE O-level. Control of the educational aspects of the examination is in the hands of serving teachers on 13 regional examining boards throughout England and Wales. Papers are based on the normal work of secondary schools; they vary in content from area to area and may vary from school to school in the same area, but the board aims to set similar standards of attainment nationally.

However, the present GCE O-level and the CSE are to be replaced by a single 16 + examination, leading to the award of a General Certificate of Secondary Education (GCSE). The new GCSE examinations should be introduced for courses beginning in autumn 1986, with the first examinations following in summer 1988. The four features of the new system, aimed at improving courses and raising standards of performance, are :

- fewer examining groups;

- syllabuses based on national criteria;

- differentiated assessment (different papers or questions for different ranges of ability); and

- grade related criteria (grades to be awarded on absolute rather than relative performance).

Pupils may also take examinations leading to other qualifications generally of a pre-vocational or vocational nature, awarded by the Royal Society of Arts (RSA), the City and Guilds of London Institute (CGLI) and the London Chamber of Commerce (LCC).

However, not all pupils take examinations, some because they leave school at Easter, before the examinations are held.

In January 1984, there were 4,444 maintained secondary schools (including middle schools deemed secondary) in England, with 3,318,200 pupils between 11 and 16 years old and 224,600 full-time equivalent teachers (FTE). In Wales there were 236 secondary schools with 209,309 pupils between 11 and 16 years old and 14,295 FTE teachers.

Northern Ireland

In Northern Ireland secondary education is organized largely along selective lines according to children's abilities.

There are two types of grant-aided secondary school : intermediate schools and grammar schools.

The arrangements for transfer from primary to secondary education are based on a system of attributable testing in which pupils are required to take two tests compiled and marked by the Department. The tests, which are held in the Autumn term, are of the verbal reasoning type and contain questions designed to test aspects of English and mathematics.

In some areas intermediate schools operate on a non-selective basis and pupils transferring to these schools need not participate in the transfer procedure.

Grammar schools provide courses leading to the Northern Ireland General Certificate of Education while intermediate schools provide a wide range of courses for their pupils, including courses leading to external examinations such as the Northern Ireland Certificate of Secondary Education as well as GCE.

Intermediate schools provide free education but tuition fees are charged by grammar schools; for those children considered suitable for the academic education which the schools provide, grants equal to tuition fees are paid to the schools from public funds.

The Northern Ireland GCE and CSE examinations correspond to the standards of the equivalent examinations in England and Wales.

In the 1982/1983 school year there were 183 intermediate schools with 104,262 pupils and 6,906 FTE teachers and 78 grammar schools with 54,630 pupils and 3,441 FTE teachers. In December 1983 there were 10 independent schools.

Scotland

More than 99 % of pupils in education authority secondary schools in Scotland attend schools with a comprehensive intake and 90 % of these schools provide education on an all-through basis covering the 4 years of compulsory and 2 years of optional secondary education. Because of local circumstances there are some comprehensives at which courses may extend to four years or less; pupils may transfer at the end of their second or fourth years to a six-year comprehensive. In the remote and sparsely populated areas where secondary schools do not provide a full range of courses, parents have the option of sending their child to the comprehensive school serving the area, rather than to the local school.

At lower secondary level, the curriculum is divided into two stages, each lasting two years. As in the rest of the UK, the curriculum is not prescribed by law and education authorities and head teachers have considerable freedom to decide what courses should be available in any individual school. All schools are, nevertheless, expected to follow certain guiding principles recommended by the Secretary of State.

The first two years of secondary education are regarded as an exploratory period during which the progress of each pupil is carefully observed and pupils are given a wide variety of subjects so that they can find out where their particular aptitude, abilities and interests lie. At the end of their second year, decisions are taken as to what subjects will be followed and although some selection of subjects may be necessary at this stage the general aim is to maintain a well balanced curriculum for all pupils. Courses in chosen subjects may lead, depending on pupils' performance to Scottish Certificate of Education examinations at Ordinary grade and later at Higher grade. The Ordinary grade (generally considered equivalent to GCE 'O'level) is normally taken at age 16. The Higher grade examination serves as an entry to higher education, including Universities, and is usually taken at age 17. A Certificate of Sixth Year Studies can be taken in up to a maximum of three subjects by pupils who have obtained "Highers" in the subjects concerned.

In April 1983 the Secretary of State announced the Government's plans for the major reform of the curriculum and assessment arrangements in the third and fourth years of secondary education in Scotland. The new system will bring in new ways of teaching and assessing traditional subjects and introduce a number of new multi-disciplinary courses together with a range of short courses and a new certificate to be known as the Standard grade of the Scottish Certificate of Education. As from August 1984 Ordinary grade courses and awards are gradually being replaced by new Standard grade courses and awards. In addition, revised courses for Higher grade and the Certificate of Sixth Year Studies are being prepared to ensure a smooth progression from Standard grade. The new modular courses leading to the National Certificate are also available to students who have completed four years of secondary education. These courses are designed to allow young people to progress from general education or vocational preparation to move specialized needs. They may be taken by young people or adults in non-advanced further education or in the last two years of secondary education alongside secondary qualifications.

In the 1982/1983 school year there were 442 education authority secondary schools in Scotland with 399,100 pupils and 27,900 teachers.

After completion of compulsory schooling at 16 several opportunities are open to young people throughout the UK. They can

(a) stay on at school, either to obtain the qualifications necessary for entry to higher education or certain careers or professions or extend their general education;

(b) leave school but continue full-time education in a further education establishment, seeking either a general or a more vocationally oriented qualification,

(c) seek employment - some may continue formal education with or without the financial help of an employer through part-time further education courses.

(d) participate in a youth training scheme organized in association with the Department of Employment and the Manpower Services Commission. This is at present a 1-year scheme, but proposals for a 2-year scheme are being discussed.

In England and Wales in some areas sixth form colleges provide courses normally available in school sixth forms; in others, tertiary colleges provide these kinds of courses plus a range of courses of further education.

In January 1984 27.14 % of 16 year olds(age at 1 September) remained at school in England, 30.1 % remained at school in Wales. In the 1983/1984 school year, 45.0 % of 16 year olds stayed on at school in Scotland.

++++++++++++++++++++

Educational cooperation in the Community

The educational systems in Community countries vary considerably and this variety, which is the result of historic and cultural factors, itself constitutes a great wealth which should be preserved.
On the other hand it is in the interest of everyone to draw benefit from the experiences and projects of partner countries within the Community.

Educational policy makers in the European Community have long been aware of the value of information concerning innovations and changes introduced in other Member States in order that their own decisions might be well founded on the knowledge of alternative possibilities of practice, and the Member States agreed to promote close cooperation in the field of education at Community level.

In February 1976 the Council of the European Communities and the Ministers of Education adopted an action programme in the field of education. They agreed among other things to set up an information Network in order to increase and improve the circulation of information in the area of education policy. *
This information Network, known as EURYDICE, is designed therefore to underpin the developing programme of educational cooperation within the European Community.

The Education Committee of the European Community which has the task of coordinating and monitoring the action programme recommended that the use of Eurydice should in the first phase be limited to those in policy making positions.
The Education Committee consists of representatives of the Member States and of the Commission.

In accordance with their own distinctive education structures, each Member State has designated at least one National Unit to participate in the Network and the Commission of the European Communities has arranged with the European Cultural Foundation the establishment of the European Eurydice Unit, which is part of the Network and assists the Commission's Education Service.
Eurydice is based on the mutual cooperation of the National units and the European Unit. In addition the latter coordinates and animates the network.

Eurydice's kontorer
Eurydice - Informationsstellen
Eurydice Information Units
Unités du Réseau Eurydice
Unità di informazione Eurydice
Eurydice Informatiediensten

The Eurydice European Unit
L'Unité Européenne d'Eurydice

Rue Archimède 17
B - 1040 Bruxelles
Tel. : 230.03.82/230.03.98
Telex : 65398 eurydi b

BELGIQUE / BELGIE

Unité francophone d'Eurydice
Ministère de l'Education Nationale
Organisation des Etudes
Boulevard Pacheco 34
B-1000 Bruxelles
Tel. : 219.45.80 (poste 199+ 102)

Nederlandstalige nationale dienst
van Eurydice
Ministerie van Onderwijs
Rijksadministr. Centrum
Arcadengebouw / 3e verd.
B-1000 Brussel
Tel. : 210.51.11

DANMARK

Eurydice 's Informationskontor i
Danmark
Undervisningsministeriet
Frederiksholms Kanal 25 D
DK-1220 København K
Tel. : 92.52.02
Telex : 22275

BUNDESREPUBLIK DEUTSCHLAND

Eurydice Informationsstelle beim
Bundesministerium für Bildung und
Wissenschaft
Heinemannstrasse 2
D-5300 Bonn 2
Tel. : 57.21.91
Telex : 885666

Sekretariat der Ständigen Konferenz
der Kultusminister der Länder
Nassestrasse 8
D-5300 Bonn 1
Tel. : 50.12.70
Telex : 886587

FRANCE

Unité Nationale d'Eurydice
Ministère de l'Education Nationale
D.C.R.I.
110, rue de Grenelle
F-75007 Paris
Tel. : 539.25.75 (poste 3799 +35 85)
Telex : 270925

HELLAS

Eyridiki
Ypourgio Paidias ke Thriskevmaton
Diefthinsi Eyropaikis Kinotitos
Mitropoleos 15
GR-10185 Athens
Tel. : 323.74.80
Telex : 216270

IRELAND

National Eurydice Unit
Department of Education
Room 210
Marlborough Street
IRL-Dublin 1
Tel. : 74.02.07
Telex : 31136

ITALIA

L'Unità Nazionale di Eurydice
Ministero della Pubblica Istruzione
Biblioteca di Documentazione Pedagogica
Palazzo Gerini, Via Buonarroti, 10
I-50122 Firenze
Tel. : 241.187/241.188

LUXEMBOURG

Unité Nationale d'Eurydice
Ministère de l'Education Nationale
Boulevard Royal, 6
L-2440 Luxembourg
Tel. : 47.94.540
Telex : 3311 MENJ LU

NEDERLAND

Nationale dienst van Eurydice
Centrale Directie Documentatie
Ministerie van Onderwijs en
Wetenschappen
Postbus 25.000
NL-2700 LZ Zoetermeer
Tel. : 53.19.11 (poste 3497)
Telex : 32636

UNITED KINGDOM

Eurydice Unit London
National Foundation for Educational Research
The Mere, Upton Park
GB-Slough, Berks SL1 2dQ
Tel. : 74.123

Eurydice Unit Edinburgh
Scottish Council for
Research in Education
15 St John Street
GB-Edinburgh EH8 8JR
Tel. : 557.29.44